DEPARTMENT OF THE AIR FORCE
AIR FORCE FLIGHT STANDARDS AGENCY
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AT-M-03
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AIR TRAFFIC CONTROL TRAINING SERIES

MANAGEMENT

CRAFTSMAN QUALIFICATION TRAINING PACKAGE

AT-M-03

Purpose

This publication is for use in the training of USAF air traffic controllers on developing the necessary skills and knowledge to become an effective air traffic control craftsman. Designed to be a controller's first exposure to supervisory and management functions, it is not intended to replace, substitute for, or supersede official regulations, procedures, or directives.

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Chief, Airfield Operations and Training Division

PREFACE

The seven level non-commissioned officer (NCO) occupies one of the most important positions in the United States military. NCO responsibility ranges from implementing approved policies, directives, and programs to providing airmen of lower grade guidance and direction to accomplish their assigned responsibilities. Air traffic control 7-levels are in a position to strongly influence their decisions in the workplace and positively affect the quality and timeliness of work. The ATC NCO must continually impress upon others in the control facility the meaning of traditions and customs in the military service by displaying a high state of morale, discipline, and esprit de corps.

The *Craftsman Qualification Training Package* (QTP) is an instructional document designed for use at the unit level to qualify an individual as an air traffic control craftsman. It is composed of training objectives, references, an ATC Craftsman Job Qualification Standard (JQS), and learning text to provide the 7-level trainee and trainer a clear path on how to achieve the stated objectives. Upon completion of this training package, ensure the JQS is completed and entered into the individual's AF Form 623.

This QTP was developed with the goal of allowing the 7-level trainee to see the NCO as the key individual in ATC operations, training, and personnel management. Training objectives transition from theoretical concepts to realistic application. Though the following time requirements are suggested for completion of this document, it must be completed prior to the award the 7-skill level.

Section One	Supervisors as Leaders	15 days/30 hours
Section Two	AOF Structure	15 days/30 hours
Section Three	Facility Operations	90 days/180 hours
Section Four	Training Programs	30 days/60 hours
Section Five	Crew Supervision	90 days/180 hours
Section Six	Crew Resource Management	15 days/30 hours
Section Seven	Enlisted Evaluation System	60 days/120 hours
Section Eight	Quality Assurance	30 days/60 hours
Section Nine	Emergency Procedures	15 days/30 hours
	Total Recommended Completion Time	360 days/720 hours

Each section of AT-M-03 contains specific objectives to measure for each task item listed in the JQS. Upon completion of each training objective, document the completion date and continue to the next training section.

Air Force publications used to compile this workbook are:

AFMAN 36-2234 - *Instructional Systems Design*
AFI 13-203 - *Air Traffic Control*
AFI 36-2201 - *Developing, Managing, Conducting Training*
AFMAN 36-2247 – *Planning, Conducting, Administering, and Evaluating Training*
CFETP 1C1X1 - *Air Traffic Control Operations Career Field Education and Training Plan*
AFMAN 36-2245 – *Managing Career Field Education and Training*

TO THE TRAINER

The knowledge and skills gained by the 7-level trainee is a direct reflection on the time and attention provided him/her by the trainer. Upon completion of this program, the individual will be responsible to lead and supervise other controllers, function as a watch supervisor, make decisions on a much higher level, and decide whether the United States Air Force will be their chosen career path. Human instinct dictates that subordinate individuals will mimic the actions and attitudes of formal and informal leaders. The mannerism in which this course is presented to the trainee will have a direct bearing on the person's future ability to act as an Air Force and air traffic control supervisor.

The term "professional development" has often been associated with formal and informal educational pursuits, management positions, and opportunities to work in other related fields. Individuals training supervisor trainees must broaden the scope of professional development to ensure the growth of a well-rounded, professional, and competent future leader and supervisor. This is accomplished through mentoring.

The term mentoring is defined as "a trusted counselor or guide" (AFI 36-3401, *Air Force Mentoring*). It is a relationship in which a person with greater experience and wisdom guides another person to develop both personally and professionally. It is an ongoing process not confined to "biweekly" evaluations or verbal feedback on substandard performance. Mentoring is part of a professional relationship because it fosters free communication by subordinates with superiors concerning their careers, performance, duties and mission. It enhances morale and discipline and improves the operational environment while maintaining respect for authority.

Don't confuse being a mentor with being a "boss." Being a boss is important to the ATC facility and to each individual in the facility. They take the heat, submit individuals for awards, counsel for poor performance, and assign positions. They can help controllers advance or they can slow their progress. Bosses show extreme dedication to mission accomplishment with lesser emphasis on individuals. All types of bosses, good and bad, can be beneficial to 7-level upgrade training. Though good bosses are preferred, bad bosses are not necessarily roadblocks to development. They can be great examples of what not to do.

Air traffic control mentoring covers a wide range of areas, such as career guidance, technical and professional development, leadership, ATC watch supervisory techniques, and personal communication. It also includes knowledge of the ethics of our military profession and understanding of the Air Force's core values. As a mentor, supervisors must know their subordinates, take responsibility for them, and be accountable for their professional development.

To effectively administer AT-M-03, the trainer must assume the role of the mentor. Each section must be a combined effort to learn and expand each person's knowledge and procedural base. It must include discussions, regulatory and literary research, demonstrations, hands-on exercises, and actual performance exercises. This is in addition to counseling the trainee on performance, potential, and professional development and behavior. Feedback should not be limited to scheduled written evaluations. Evaluations should be ongoing, each building on the results of the previous.

Mentors must not conclude that this document is the only source of information and training. Trainees must read references listed for each chapter and encouraged to look for additional MAJCOM, base, and local references. In order to build the strongest possible supervisor possible, the trainer should show innovation and ingenuity to enhance the program and tailor training to meet the mission of the control facility. For example, look for additional readings on leadership, ATC supervision, or performance

appraisals. Advocate discussions on current and future ATC, military, and national policies and programs. Schedule some professional development opportunities for the trainee such as computer utilization classes, FAA/military ATC facility tours, and/or facility/squadron staff meetings. Future supervisors must be exposed to as many learning opportunities as possible prior to assuming the responsibility, not after.

Training an individual on how to be an effective leader and supervisor is not necessarily a linear process. In order to apply the principles of this program effectively, the trainer (mentor) may need to assign learning tasks from different chapters simultaneously. For example, in order to complete portions of the Facility Operations, Crew Supervision, or Enlisted Evaluation System sections, it may be necessary to take advantage of training opportunities (i.e. writing an EPR, participating in a supplemental operations evaluation, etc.). If this scenario arises, the trainer must accurately annotate what specific subjects are covered during the evaluation period. The goal is to complete the AT-M-03 in 12 months, even if some section completion times may overlap into others.

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SECTION ONE

SUPERVISORS AS LEADERS

Leadership is an ageless topic. That which is called supervision is largely a product of the last 100 years, a response to one of the most significant developments of the twentieth century; the emergence of large numbers of complex organizations. The modern military is crafted around this complex organization of supervisors; layers upon layers, responsible for millions of interdependent processes, and the ultimate success of the mission. Management and leadership are clearly similar in some ways. They both involve deciding what needs to be done, creating networks of people and relationships that can accomplish the job and then trying to ensure individuals actually accomplish the mission. The Air Force NCO acts as both a supervisor and as a leader.

Objectives

To complete this section of instruction, the following objectives must be completed with minimal assistance. The 7-level trainee should understand the necessity to build both supervisory and leadership skills. Recommended completion time for this section of instruction is 15 days or 30 hours.

Task	References	Objective
1a Leadership and Supervisory Responsibilities	AT-M-03, Section 1; AF Core Value Pamphlet	Explain the role of the supervisor as a leader in the air traffic control environment. Define specific core values inherent in all Air Force supervisors and leaders.

Core Values

Core values exist for all members of the military force, especially the military supervisor. They are much more than a minimum standard. Core values are a reminder of what it takes to accomplish the mission. They inspire airmen of all ranks to excel in all facets of life, and show pride in themselves, in air traffic control, and in the United States Air Force.

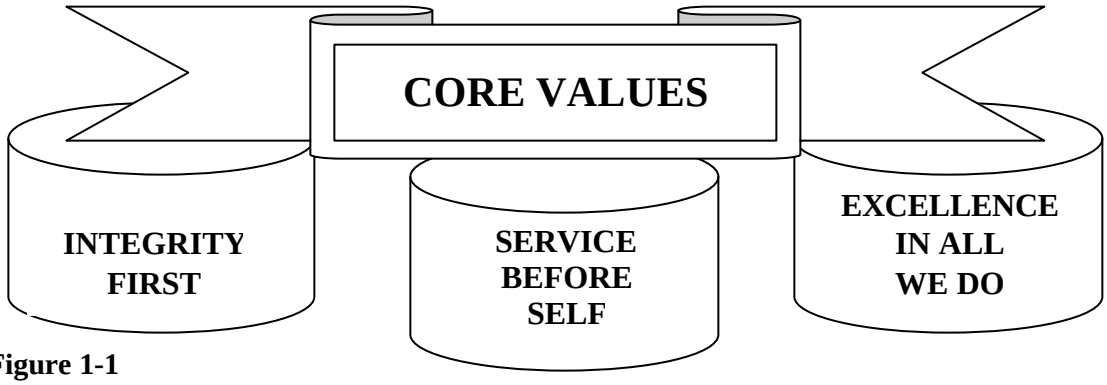

Figure 1-1

Integrity is a character trait. It is the willingness to do what is right even when no one is looking. It is the moral compass – the inner voice of self-control; the basis for the trust imperative in air traffic control. Integrity is the ability to hold together and properly regulate all the elements of a personality. A person of

integrity, for example, is capable of acting on conviction. Doing what is right even when the masses could be adversely affected.

Integrity also covers several other moral traits indispensable to national service:

- **Courage**. A person of integrity possesses moral courage and does what is right even if the personal cost is high.
- **Honesty**. Honesty is the hallmark of the military professional because in the military, our word must be our bond.
- **Responsibility**. No person of integrity is irresponsible; a person of true integrity acknowledges his or her duties and acts accordingly.
- **Accountability**. No person of integrity tries to shift the blame to others or take credit for the work of others.
- **Justice**. A person of integrity practices justice. Those who do similar things must get similar rewards or similar punishments.
- **Openness**. Professionals of integrity encourage a free flow of information within the organization. They seek feedback from all directions to ensure they are fulfilling key responsibilities, and they are never afraid to allow anyone at any time to examine how they do business.
- **Self-respect**. To have integrity also is to respect oneself as a professional and a human being. A person of integrity does not behave in ways that would bring discredit upon him or the organization to which he belongs.
- **Humility**. A person of integrity grasps and is sobered by the awesome task of defending the Constitution of the United States of America.

Service before self emphasizes that professional duties take precedence over personal desires. It follows four basic tenants:

- **Rule following.** To serve is to do one's duty; that duty is most commonly expressed through rules. While it may be the case that professionals are expected to exercise judgment in the performance of their duties, professionals understand that rules have a reason for being, and the default position must be to follow those rules unless there is a clear, operational reason for refusing to do so.

- **Respect for others.** A good supervisor places the welfare of subordinates ahead of his/her personal comfort. Everyone must remember that all persons possess a fundamental worth as human beings.

- **Discipline and self-control**. Professionals cannot indulge themselves in self-pity, discouragement, anger, frustration, or defeatism. Supervisors have a fundamental moral obligation to the persons they lead to strike a tone of confidence and forward-looking optimism. They are expected to exercise control towards:

  Anger – Military professionals are expected to refrain from displays of anger that would bring discredit upon themselves and/or the Air Force.

  Appetites – Supervisors who allow their appetites to drive them to make sexual overtures are unfit for military service. Likewise, the excessive consumption of alcohol casts doubt on an individual's fitness, and when such persons are found to be drunk and disorderly, all doubts are removed.

Religious Tolerance – Military professionals must remember that religious choice is a matter of individual conscience. Supervisors must not take it upon themselves to change or coercively influence the religious views of subordinates.

- **Faith in the System.** To lose faith in the system is to adopt the view that you know better than those above you in the chain of command what should or should not be done. To lose faith in the system is to place self before service. Supervisors can be very influential in this regard; if a leader resists the temptation to doubt the system; then subordinates will usually follow suit.

Excellence in all we do directs supervisors to develop a sustained passion for continuous improvement and innovation that will propel the Air Force into a long-term, upward spiral of accomplishment and performance.

- **Productive/Service Excellence.** Supervisors must focus on providing services and generating products that fully respond to customer wants and anticipates customer needs.

- **Personal Excellence.** Military professionals must seek out and complete professional military education, stay in physical and mental shape, and continue to refresh their general educational backgrounds.

- **Community Excellence.** Community excellence is achieved when members of an organization can work together to successfully reach a common goal in an atmosphere free of fear that preserves individual self-worth. Some of the factors influencing interpersonal excellence are:

  Mutual Respect – Genuine respect involves viewing another person as an individual of fundamental worth. This means that a person is never judged on the basis of his/her possession of an attribute that places him or her in some racial, ethnic, economic, or gender-based category.

  Benefit of the Doubt – Working hand in glove with mutual respect is that attitude which says that all coworkers are innocent until proven guilty. Before rushing to judgment about a person, it is important to have the whole story.

- **Resources Excellence.** Supervisors must promote policies that ensure cradle-to-grave resource management is implemented in the work-center.

  Material Resources – Military professionals have an obligation to ensure that all of the equipment and property they ask for is mission essential. This means that residual funds at the end of the year should not be used to purchase 'nice to have' amenities.

  Human Resources – Human resources mean that we recruit, train, promote, and retain those who can do the best job for the Air Force.

Leadership

In the military, leadership is the cornerstone of mission effectiveness and success. It is not limited to battlefield generals or wing commanders. Everyone, at one time or another, will take on a leadership role in their organization. In air traffic control, it happens the day an individual plugs into position and begins

controlling air traffic. Leadership takes on a more formal role as the controller earns the rank of staff sergeant and becomes a facility watch supervisor.

Some define leadership, as *leaders* making *followers* do what *followers* would not do otherwise, or as *leaders* making *followers* do what *leaders* want them to do. In *Leadership* (1978), Burns summarizes leadership as *leaders* inducing *followers* to act for certain goals that represent the values and the motivations – the wants and needs, the aspirations and expectations – *of both leaders and followers.* The genius of leadership lies in the manner in which leaders see and act on their own and their followers' values and motivations. The remainder of this section is an excerpt from *Views of the Chief Master Sergeant of the Air Force*, by Eric W. Benken:

Being a leader has always been tough and always will be. You have to willingly subject yourself to public scrutiny and the scrutiny of your troops. You have to face critics who are often big on words, but who seldom have the courage to put themselves in the breach. But as the saying goes, "someone has to do it." But don't get discouraged. Always take comfort in the fact that you are doing your best. Accept constructive criticism from credible sources. You always need to know that being a leader in the '90s is much different than the '80s. We are no longer a large, in-garrison force facing a Cold War adversary with a few contingencies. We are a much smaller air expeditionary force, taking the fight to wherever it happens to be. We are a force on the move and we have many more challenges to face in this decade.

Focus on the Mission

The mission of the Air Force is to fly and fight. There are things we have little control over, things that are worked by experts at the Air Staff, Defense Department or congressional level. Have faith that leadership works those issues the best they can with the interest of the troops always the first priority. Go to work everyday with the mission as priority one in mind and avoid distractions and worrying over things that are beyond your control.

Communicate Only Facts

Information is power. We need to put factual information into the hands of troops. They need to know as much as we can tell them to avoid the treacherous rumor mill. There is a lot of misinformation that comes from the "barracks lawyers;" people who persist in spreading rumors but fail to get the facts. If you have a question, seek out the ones who are in the know. For instance, if the issue is Tricare, and you have heard some information that disturbs you, go to the hospital and get the facts. Commanders and first sergeants should be sources of information that are credible and reliable. As an individual, practice the art of "getting the facts" and avoid passing incorrect information. There is an insatiable appetite in America for news that is controversial. Always consider the source and make judgments only after getting the facts and both sides of the story.

Encourage Innovation

People facing overwhelming challenges will always resort to innovation to overcome them. Supervisors must encourage subordinates to be innovative and to constantly look for new and better ways of doing their jobs. Brainstorm! Look at every task and try to figure a way of doing it better and more efficiently. Successful people and units never give up. They work harder in the face of adversity.

Understand the Legislative Process

There are a lot of supervisors who believe that the Chief Master Sergeant of the Air Force can invoke a pay raise or improve the GI Bill. These issues are legislative in nature, and while senior leadership can

certainly advocate quality of life improvements, it is illegal for them to lobby Congress. Each individual in the Air Force must take responsibility for those issues that involve legislation. Be a member of a private organization that can lobby legally on your behalf. Exercise the right to vote. Apathy is unacceptable and individuals have absolutely no right to complain if they're not part of the democratic process. The preservation of military benefits and compensation is everyone's responsibility.

Figure 1-2

Be an Advocate for Your Troops

As a supervisor and leader, it is imperative to know where individuals live and what they eat. Visit the dormitory, eat at the dining facility. Don't just go out the front and blend in with the local population at the end of the day. Supervisors are just as responsible for subordinates as the commander and first sergeant. It is an inherent NCO responsibility. Be a part of the solution. Give the commander feedback when something is discovered while visiting certain areas of the base, whether it is positive or negative.

Never Forget that We are Military Professionals

We must avoid becoming too corporate. Comparing our profession to the private sector has little value. The profession of arms is a unique profession, one that demands much more from us than the average person. All of us have volunteered to sacrifice, and some of us will pay the ultimate sacrifice while serving the nation. The tools of the trade are complex and lethal. We must serve in an environment of trust. Our very lives depend on how each of us executes our responsibilities. Remember that you are part of a profession that has a long legacy of heroes and you walk in their shadows. To be associated with the military is to be associated with the best that America has ever had to offer.

Be a Visionary

Technology is rapidly advancing and we must keep pace. Today, information superiority is a core competency, and the associated technology is reinventing itself every minute. In the next century future

warfare will be significantly different from what it is today, which will change the nature of what we in the Air Force do and how well we do it. We will have to be flexible in our career paths. The enlisted force must help define what those career paths will be. It will be an existing adventure for those who have the drive and determination and who want a profession that goes beyond an 8 to 5 mentality.

When it is all said and done, we need to count our blessings. We live in the greatest country in the world – a country that is full of opportunity – where you can dream and be anything you want to be. We have made tremendous improvements in quality of life in our Air Force. One only has to watch other parts of the world to see that there is a lot of misery in this world, and our living standard far exceeds that of other nations. We won the Cold War. Our military is intact and our people are living well. Sometimes we need to put our challenges in perspective. Our Air Force is better than it has ever been. That's because of supervisors, leaders, and NCOs who everyday give their all and are the best at what they do.

Accountability

Accountability is an issue thought about since the inception of the United States Air Force. It is a characteristic found in some and a necessity needed by all in the profession of arms. Accountability is the way we train ourselves and others in the discipline of core values and the way we identify those who just don't get it.

If a supervisor is going to hold other controllers accountable for their actions, then the supervisor needs to be willing to accept accountability for their own actions. Otherwise a supervisor will create a double standard that will not only **not** help others internalize core values but actually mock those values by conveying the message that the road to success is paved with hypocrisy and selfishness. That will teach controllers that the whole--the team-- is less important than its parts, particularly if that part happens to be well placed. Failure to accept accountability comes in many forms. It's present when daily events logs are written to make the shift look good instead of identifying some procedures needing tweaking. It's there when the supervisor blames failures on a controller, when an individual tells the CCTLR what he/she wants to hear (rather than what he/she should here). It's even present when the supervisors recommend themselves for an award they don't deserve or when EPR inputs have the supervisor walking on water when they can't even swim.

An expressed or implied component of virtually all sets of core values is loyalty. Loyalty to a subordinate means supporting her when she should be supported and not shy away because that support may not be politically correct or may place the supervisor in a tough position. It also means not supporting her, even pulling her ratings when that is what she deserves. Many times a supervisor will go to bat for an individual just because they did a good job or were "good guys." Such facts are certainly valuable information to have when deciding how to react to a violation but sure doesn't represent the whole story. Accountability is about doing the right thing based on the good and the bad. It's about doing what's right rather than what will make the supervisor popular. It's about a willingness to make tough decisions because of a commitment to enforcing the Air Force core value system.

An old adage states that most controllers are pretty nice guys and gals, and because of that, they don't like holding people accountable. Controllers don't like being unkind, and in some hard-to-define way, holding others accountable makes supervisors feel a bit guilty. The result? Supervisors sometimes fail to fully hold people accountable because it may affect a controllers chances for promotion, or the creation of an unfavorable information file (UIF), or will embarrass him or her and their family. The truth is, the supervisor is not responsible for the behavior of the individual. The wrongdoer is responsible and accepted the responsibility the moment he decided to deviate from the values expected from him. He chose to climb in a car and drive drunk. He decided that writing rubber checks was the path to material bliss. He decided to sexually harass the airman. The supervisor is not part of the decision process and is

not responsible for the natural consequences of that process. The supervisor's job is to hold an individual accountable for his/her actions and not be fooled into believing that somehow they're responsible for someone else's breach of standards.

When supervisors, or controllers, are responsible for something that goes amiss, they should own up to it. Confession is good for the soul. The constitutional right to silence applies only in formal criminal proceedings or courts-martial. Other than that, individuals should accept accountability. If a person cannot, the chance that they will ever internalize military core values is slim. Worse than refusing to accept responsibility is lying. This applies even in criminal matters. Lying is a violation of all military and civilian moral values and is dangerous to facility operations. As a supervisor, when individuals are caught lying, take appropriate action and deal severely with the event.

Accountability must exhibit neutral valence. It must be internally and externally consistent. This doesn't mean that supervisors should blindly apply a set of core parameters to breach of conduct. Consider all the relevant circumstances; every case is different. Even more, accountability must have an intended purpose. Everyone must be held accountable for his or her actions--no exceptions. Consistency is recognizing that while different responses to moral and regulatory violations are justified, holding some accountable so others "get to walk" is not. The minute a supervisor deviates from this principle, all respect is squandered.

Forgiveness is a virtue but accountability is forever. A breach in the military value system is a break point that should not be easily forgotten. Unfortunately, supervisors all too often do forget or seem to. This phenomenon occurs in myriad ways; the airman with a reprimand who gets nominated for airman of the quarter two months after the reprimand; an individual with a disciplinary record who gets put in for an end-of-tour decoration; or allowing an individual to train other controllers after numerous breaches of control policies and procedures. It is important to place things in their proper perspective and as a career field, have compassion. Individuals can be rehabilitated or retrained. However, it is up to them to demonstrate that greater performance.

The danger of putting major mistakes aside too early is twofold. First, the supervisor sends a message that violations are easily survived, maybe even that they don't simply matter. The second danger is even more basic. Air traffic control is a meritocracy, i.e., an entity "ruled" by those who have displayed the greatest degree of merit. If supervisors and leaders allow breaches in duty performance or the core value system, the meritocracy holding up the career field is subverted. When individuals are praised who violate the system, it renders meaningless the recognition earned by those who haven't. If supervisors don't hold individuals accountable for their actions, then there is no tangible incentive for the career field to grasp and internalize values.

Followership

Accomplishing the mission is the primary task of every military organization. Every air traffic controller has a stake in that task. Each controller is bound to do their very best to ensure the facility, unit, and wing succeeds. As a supervisor, it is critical to be sensitive to subordinates. As a follower it is imperative to be sensitive to leadership. The latter type of sensitivity is not focused on motivating or rewarding senior NCOs or officers, it includes carrying out orders and responsibilities, giving 100 percent, all the time.

Earning the honor to become an NCO also means being given a leadership responsibility. Becoming a good leader means learning to be a great follower. The tenants of followership are identical to those of leadership. Individuals, who show a strong desire to lead, display excellent followership characteristics. Followership is not a part time occupation, it is a moral, physical, and spiritual loyalty associated with wanting to be successful.

The USAF has embraced four basic leadership principles that have endured the ages. These same four principles have a direct application to being a successful follower (Refer to Figure 1-3). Just as a leader sets obtainable goals, and provides appropriate rewards when completed, the follower must show perseverance to accomplish those goals.

KNOW YOURSELF

Successful leaders learn their strengths and weaknesses in order to operate effectively.

Successful followers know their limitations, strive to broaden their personal and professional capabilities, and morally support the decisions of leadership.

KNOW YOUR JOB

Successful leaders are task competent, have a broad view of unit's mission, and know how to move the organization towards mission success.

Successful followers master the technical aspects of their career, learn cross-functional tasks, and provide leadership the expert guidance necessary to ensure mission success.

SET A POSITIVE EXAMPLE

Successful leaders must set the facility standards and compliance through direct guidance and personal discipline.

Successful followers emulate the standards set forth in military regulations and the directions of senior leadership.

ACCEPT RESPONSIBILITY

Successful Leaders are responsible for accomplishing the mission and taking care of their subordinates.

Successful followers are responsible for accomplishing the mission and taking care of their leaders.

Figure 1-3

WRITTEN REVIEW EXERCISE

1. Briefly describe the meaning of each Air Force Core Value.

Integrity- _____
_____
_____

Service Before Self-_____
_____
_____

Excellence in All We Do- _____
_____
_____
_____

2. Explain "Faith in the System" as it applies to crew supervision.

_____
_____
_____
_____
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3. What does accountability mean to a watch supervisor? How can it be applied?

_____
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4. List and briefly describe the four principles of leadership/followership.

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SECTION TWO

AIRFIELD OPERATIONS FLIGHT STRUCTURE

The concept of the Airfield Operations Flight (AOF) is relatively new to the United States Air Force (USAF). With the elimination of Air Force Communications Command (AFCC) in 1992, immediately followed by the introduction of the objective wing, and the creation of Operations Support Squadrons' (OSS), a need arose to organize the processes that focused on the airfield. Air traffic control (ATC) combined with airfield management (AM) to form the AOF. Controllers and airfield managers now work together conducting airfield operations in support of wing flying missions. Air traffic control and airfield management was placed under one directorate, the Airfield Operations Flight Commander (AOF/CC), who reports directly to the OSS Commander on all matters concerning airfield operations.

Objectives

To complete this section of instruction, the following objectives must be completed with minimal assistance. The trainee should be thoroughly familiar with the infrastructure and responsibilities of the flight. Recommended completion time for this section of instruction is 15 days or 30 hours.

Task	References	Objective
2a ATC Supervision Chain	AT-M-03, Section 1	Explain the ATC reporting chain of command from the watch supervisor through the AOF/CC. Identify the ATC chain of command within the individuals specific facility.
2b ATC Management Responsibilities	AFI 13-203, Chap 1; AT-M-03; Section 1	Explain each management function in ATC and how they relate to the daily operations of the control facility. Identify each management position and their responsibility within the individuals specific facility.
2c Federal Aviation Administration	AT-M-03; Section 1	Explain the primary purpose of the FAA in air traffic control. Explain how both Air Force and FAA facilities support the National Airspace System. Identify FAA facilities that interact with the control facility.
2d Watch Supervisor Authority	AFI 13-203, Chap 1; AT-M-03, Section 1	Explain what authority level a WS has in a control facility. Identify what regulation provides WS authority.

Major Components of the Airfield Operations Flight

Air Traffic Control

The ATC career field is part of the Command and Control Operations Air Force Specialty and is centrally managed by HQ AFFSA (Refer to Figure 2-1). The officer career field is indicated by AFSC 13MX, the enlisted ATC career field by AFSC 1C1X1. Special Experience Identifier (SEI) codes are assigned to controllers to distinguish specific qualifications in operational and procedural duties.

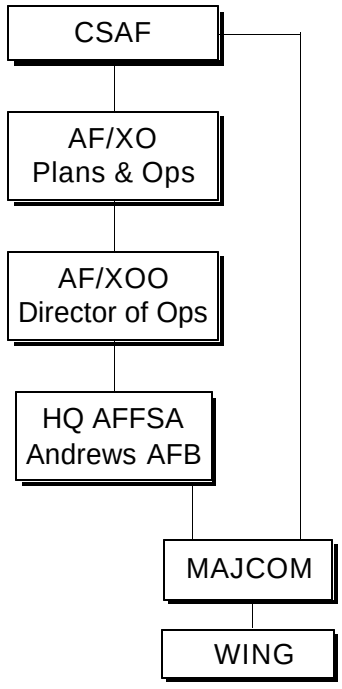
The ATC career field (active, Guard, and Reserve) currently has about 3,500 total authorizations. Controllers play a major role in the daily flying operations. They are responsible for air traffic movement to, from, and on an airdrome, and within assigned airspace. Air traffic controllers are trained to apply Federal Aviation Regulations and FAA procedures. These regulations carry the full weight and liability of public law. Should a controller encounter a situation not covered by established regulations, they must exercise their best judgment. Therefore, the controller must be steeped in the legalities of applied regulations associated with the safe and expeditious movement of air traffic as well as the physical

parameters of flight, aircrew training, aircraft performance, and procedures and techniques for controlling air traffic within restricted and confined airspace. In addition to these general requirements, the military controller must develop specific skills applicable to ATC in a combat environment.

Airfield Management

HQ AFFSA centrally manages the airfield management (AM) career field. HQ AFFSA is responsible for developing and standardizing training, advocating career field issues and operational procedures relative to AM. The AM career field (AFSC 1C0X1) has approximately 700 military and 200 civilian personnel.

The airfield management team is the focal point for all airfield maintenance and services activities. The Chief, Airfield Management (CAM) is the team leader with delegated authority to ensure the effective and efficient management of the airfield, flight planning and flight services sections. The CAM is the critical link between the operations community and support agencies to ensure all airfield construction and repair projects are planned, coordinated and executed. The AM team's primary duties include daily airfield inspections and analysis to ensure quality airfield signs, markings, aircraft arresting barriers, navigation aids and lighting. AM supports special programs such as the Bird Aircraft Strike Hazard (BASH) Program, Flight Line Drivers Program, airfield pavement evaluations, and airfield use for large force employment and contingency operations. The CAM is often the first person on the scene during aircraft mishaps and accidents. The AM team is the eyes and ears of the operational commander.



- **AF/XO** is the approval authority for all Air Force Instructions (AFI) governing the AOF.
- **AF/XOO** is the Air Staff advocate for AOF related issues.
- **HQ AFFSA** develops guidelines to implement AF policy and is the OPR for AFI 13-203, *Air Traffic Control,* AFI 13-213, *Airfield Management*, AFI 13-218, *Air Traffic System Evaluation Program, and AFMAN 13-220, Deployment of Airfield Operations.* These govern management and compliance criteria for USAF AOF facilities.
- **MAJCOM** staffs facilitate communication, interpretation, and standardization of USAF policy for their units, processing waiver requests and provide supplementary guidance for MAJCOM unique requirements.
- At the **wing level**, written guidance transfers to practical application supporting both the wing flying mission and the civil aviation community.

Figure 2-1

AM also plays a major role in daily flying operations by supporting the flight planning and flight following functions. They brief aircrews and other users on airfield hazards, active runway, taxi routes and barrier status. Aircrews are assisted with flight planning procedures applicable to the local area and recommend departure routes. AM is the interface between aircrews and FAA facilities. They are the exclusive agency for aircrews flight plan processing. All flight plans are reviewed for accuracy and

completeness and then entered into the National Airspace System by Flight Data Coordinators. AM also serves as the focal point for Flight Information Publications.

Air Traffic Control Supervision Chain

A military chain of command is designed to resolve problems at the lowest level possible. Different levels within the chain have different responsibilities and authority. This same principle applies to the air traffic control supervision chain. Each link in the controller chain has specific duties, responsibilities, and authority extending from the AOF/CC down to each supervisory level. Effective supervision as a craftsman controller is dependent on the knowledge and skills learned from higher level supervisors. Figure 2-2 provides a graphic representation of the air traffic control supervisory chain.

ATC Management Responsibilities

Airfield Operations Flight Commander (AOF/CC)

The AOF/CC is responsible for the overall operation provided by the airfield operations flight. The AOF/CC is charged with integrating the air traffic control and airfield operations functions into the wing flying mission while remaining in compliance with USAF and FAA guidelines. Additionally, the AOF/CC must ensure safe and expeditious ATC and airfield management services are provided to military and civil operators within the terminal airspace and on the airdrome of their respective location.

At locations where more than one airfield operations officer is assigned, the most senior/experienced officer will normally be assigned as the AOF/CC. The next duty position in line for flight officers is the Airfield Operations Flight Operations Officer (AOF/DO), while the more junior officer will normally be designated as the Airfield Operations Flight Systems Officer (AOF/SO). Their primary responsibility is to establish a fundamental understanding of the air traffic control system's operational environment by completing the required facility certifications and ratings. The AOF/DO and AOF/SO work directly for the flight commander and do not supervise any personnel or operations in the flight.

Chief Controller (CCTLR)

A facility chief controller manages the internal operation of the ATC facility (tower or radar) where assigned. The CCTLR must be thoroughly familiar with the mission of each flying unit supported by the control facility in order to determine staffing requirements, equipment availability, and training of controllers. The CCTLR reports directly to the AOF/CC though may advise the Operations Group staff on air traffic control procedural and safety issues when requested.

Though the primary responsibility of the CCTLR is to ensure that controllers within the facility are providing expert air traffic control services, many other functions are necessary to perform. The CCTLR must ensure effective resource management of equipment, personnel and budget is conducted. Duty schedules must be completed, training must be conducted and documented, and equipment must be operating properly. The CCTLR is at the top of the supervisory chain in all ATC facilities.

Chief, Air Traffic Control Training (CATCT)

The Chief, Air Traffic Control Training is responsible for developing and managing the air traffic Controller Development Program (CDP). The CATCT must coordinate directly with the AOF/CC, CCTLR, and Chief, Standardization and Evaluation (CSE) to establish the necessary training requirements each control facility needs in order to operate effectively. To do this, the CATCT must

evaluate the type of mission the control facility supports, manpower availability, and available training products. A training program is then developed using applicable Air Force and FAA guidelines.

The CATCT is responsible to coordinate monthly training schedules to include classroom instruction, proficiency test training requirements, simulator training, and computer based training. Additionally, the CATCT ensures training records are accurate by means of a vigorous inspection program. The results are included in a monthly Training Review Board (TRB) where all flight training programs are discussed.

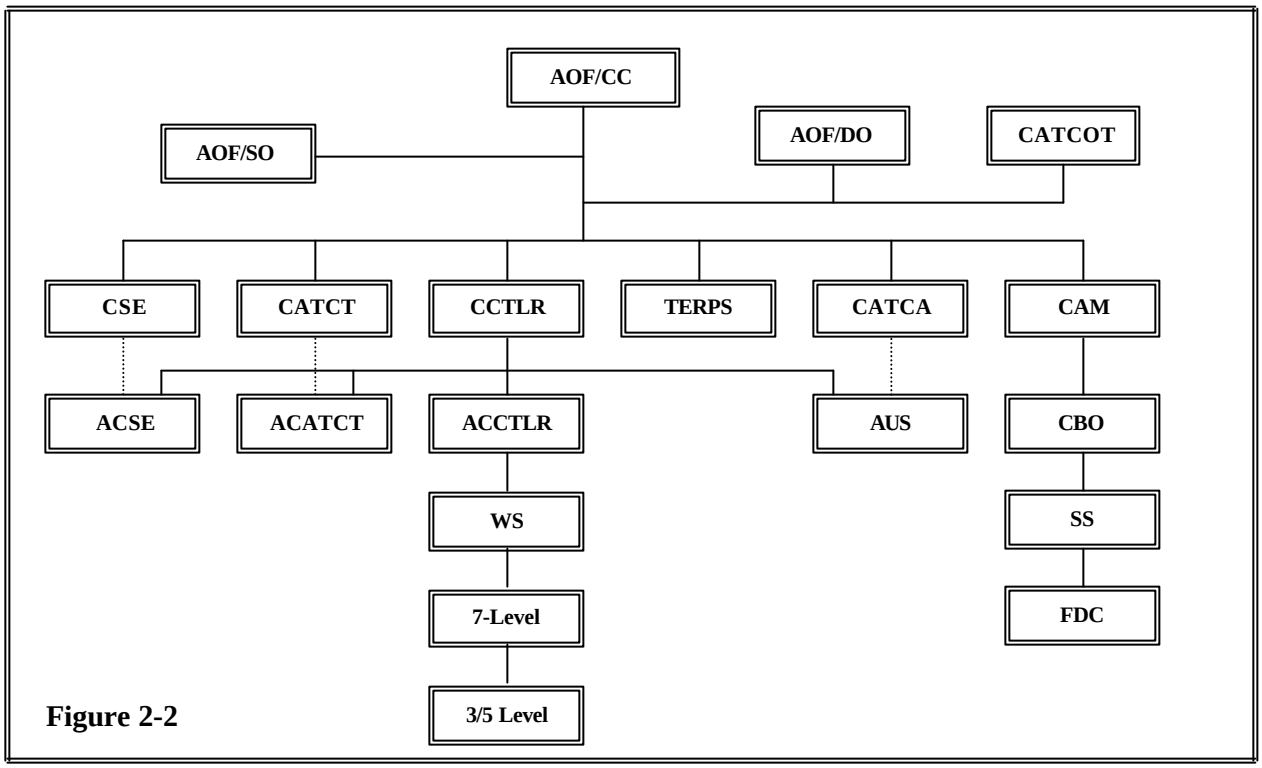


Figure 2-2

Chief, Standardization and Evaluation (CSE)

The realm of responsibilities associated with the position predicates the importance of the CSE function. Within the flight, it is a staff position that works directly for the AOF/CC. As the evaluation link in the Instructional Systems Development (ISD) chain, he or she administers the air traffic certification and rating program in accordance with established USAF and FAA guidelines. The CSE, as a result of designated regulatory authority, is responsible for Air Traffic Control System (ATCS) examinations and when specifically delegated to the local unit, Control Tower Operator (CTO) examinations. In the process of performing facility certifications and ratings, the CSE uses established standards set forth in the Controller Development Program (CDP) to perform position certifications and facility ratings.

At locations where the CATCT and CSE positions are combined, the Chief, ATC Training and Standardization (TSN) assumes both duties. The TSN has the same qualification requirements as both the CSE and CATCT and assumes the same responsibilities as outlined in AFI 13-203.

The responsibility of the CSE to evaluate the CDP is to ensure it meets mission goals often overlooked with the certification process; it is not enough to simply examine the end product of training and to award or deny ratings. The goal is the effective evaluation of the CDP under ISD principles. At locations with a

TSN only, the flight commander appoints a facility rated 7-level to perform this important evaluation function.

Terminal Instrument Procedures Specialist (TERPS) NCO

Appointed by the AOF/CC, the primary duties of the TERPS NCO are maintaining obstruction data for the airfield and designated airspace, creating appropriate maps for use by the flying community, and developing automated instrument approach/departure procedures. Many other responsibilities are inherent with the position that stem from these requirements such as creating an obstacle data base, waiver validation, and coordination with MAJCOM personnel on all TERPS issues. The appointed NCO must retain the position for a minimum of two years unless reassigned to another duty location.

Chief, Air Traffic Control Automation (CATCA)

The CATCA works directly for the AOF/CC. The CATCA manages the automation centers internal operation and establishes procedures for the ATC automation workcenter. The CATCA also directs automation activities for system analysis and design, programming operations, maintenance, security, systems management, technical support, and resource management. Only assigned units with "next generation" ATC equipment that requires automation support are assigned a CATCA.

Federal Aviation Administration

The Federal Aviation Administration (FAA) is the element of the U.S. government (Department of Transportation) with primary responsibility for the safety of civil aviation. The FAA has had its present name and position in the Federal Government structure since April 1, 1967. It has existed under different names since the passage of the Air Commerce Act of 1926. The FAA's mission is to promote and regulate aviation in the United States. To perform this mission, the FAA is divided into several administrative units, including the Washington headquarters of the FAA, the Technical Center in Atlantic City, the Aeronautical Center in Oklahoma City, nine regional offices, and hundreds of operational facilities across the country. The FAA's major functions include:

- Regulating civil aviation to promote safety and fulfill the requirements of national defense
- Encouraging the development of air commerce and civil aeronautics
- Developing and operating a common system of air traffic control and navigation for both civil and military aircraft
- Research and development with respect to the national Airspace System and civil aeronautics
- Developing and implementing programs to control noise and other environmental effects of civil aviation
- Regulating U.S. commercial space transportation

The safe and efficient utilization of the navigable airspace in the United States is the primary objective of the FAA. The agency operates a network of airport towers, air route traffic control centers, and flight service stations. It develops air traffic rules, allocates the use of airspace, and provides for the security control of air traffic to meet national defense requirements. FAA and military control facilities support the National Airspace System (NAS) by providing the safest, most efficient, control system in the world.

WRITTEN REVIEW EXERCISE

1. List the supervision chain in your facility starting with the AOF/CC descending to the lowest ranking controller.

_____

_____

_____

2. List the management positions utilized at your facility. Briefly describe their functions.

_____

_____

_____

3. The _____ is responsible for developing the Controller Development Program.

4. The _____ is the highest level of supervision in a control facility.

5. The _____ must ensure that expeditious air traffic and airfield management services are provided at a base.

6. The _____ is responsible to evaluate the Controller Development program.

7. What is the primary objective of the FAA?

_____

8. List all the FAA control facilities that interact with your specific facility.

_____ _____

_____ _____

PRACTICAL REVIEW EXERCISE

1. Spend an extended period of time (determined case by case) with each facility management person listed below. The visit should include an overview of duty responsibilities and tours of associated facilities with emphasis on how the particular position affects the operation of the flight, the mission, and the trainee. After completing the visit, brief the trainer on what concepts were garnered.

Management Position	**Date Completed**
Airfield Operations Flight Commander	_____
Chief Controller, RAPCON	_____
Chief Controller, Tower	_____
Chief, Airfield Management	_____
Chief, Air Traffic Control Training	_____
Chief, Standardization and Evaluation	_____
Chief, ATC Training and Standardization	_____

SECTION THREE

FACILITY OPERATIONS

The Watch Supervisor (WS)/Senior Controller (SC) is the most vital position in air traffic control operations. It requires a thorough understanding of ATC principles and procedures and a heightened sense of leadership, judgment and common sense. Every facet of facility, squadron, and wing leadership to carry on the day-to-day operations of ATC and ensure the Air Force mission is accomplished depends upon the watch supervisor. In no other career field does an individual have such a high level of duties and responsibilities.

Objectives

To complete this section of instruction, the following objectives must be completed with minimal assistance from the trainer. The purpose of this section is to allow the 7-level trainee to experience the responsibilities of ATC from a supervisory perspective. Recommended completion time for this section of instruction is 90 days or 180 hours.

Task	References	Objective
3a Local Operating Procedures	AFI 13-203, Chap 1; Local OIs; AT-M-03	Explain the purpose of local operating instructions and how they are developed. Demonstrate the ability to recognize situations in the facility that warrant the use of local OIs, and how to implement the prescribed process.
3b Ready Reference File (RRF) Procedures	AFI 13-203, Chap 11; AT-M-03	Explain the purpose of RRF and the required information necessary for each. Demonstrate the ability to recognize RRF information and how to implement that information.
3c Recorder/Tape Procedures	AFI 13-203, Chap 2 & 11; AT-M-03	Explain the need for consistent, accurate recorder operations in an ATC facility. Describe complete procedures for daily tape change and storage of facility tapes. Demonstrate the ability to enter recorder information on AF Form 3616. Demonstrate the ability to accurately complete a tape transcript.
3d NOTAM Procedures	AFI 13-203, Chap 2; AFI 11-208; AT-M-03	Explain NOTAM categories and what agencies are affected by NOTAMs. Describe NOTAM notification and dissemination procedures. Demonstrate the ability to verify and report current NOTAM activity.
3e Facility Security	AT-M-03	Explain the purpose of facility security in ATC. Demonstrate the ability to maintain facility security and report deviations.
3f Air Traffic Control Approach & Landing Systems (ATCALS) Procedures	AFI 13-203, Chap 2 & 15; AT-M-03	Explain what ATCALS are part of the National Airspace System (NAS). Describe which local NAVAIDS are part of the NAS. Explain the ATCALS outage procedure and how it affects ATC operations. Demonstrate the ability to track ATCALS performance in the facility.
3g Equipment Outage Procedures	AFI 13-203, Chap 2; AT-M-03	Explain Air Force and local equipment outage procedures. Describe what agencies to call for specific equipment outages. Demonstrate the ability to maintain equipment outage data.
3h Facility Manning Requirements	AFI 13-203, Chap 1; AT-M-03	Explain ATC shift requirements. Describe what factors may enhance or impair facility manning. Demonstrate the ability to complete a monthly crew schedule.
3i Flight Check Operating Procedures	AFI 13-216, FAAO 7110.65, Chap 9; AT-M-03	Explain the importance and function of Flight Check. Describe facility procedures required to be accomplished during Flight Check operations. Demonstrate the ability to supervise a Flight Check operation.

Local Operating Procedures

Supervisors, as well as other 7-level controllers, must have a clear understanding of required regulatory instructions; whether it's a memorandum of agreement (MOA), memorandum of understanding (MOU), letter of agreement (LOA), operations letter, operating instruction (OI), base airfield operations instruction, or operations plan (OPlan). Local Operating Procedures (LOPs) define requirements outlined in FAAO 7110.65, and other aerospace instructions. They provide local applications of general flight operations and ATC procedures. Approved written procedures afford the supervisors and line controllers the authority to perform specific operational duties. They ensure the ATC environment is not inundated with unsafe or unwarranted operational requests, and protect the controller when properly applied.

Agreements between Air Force units or agencies on a particular base and non-Air Force agencies from the base, or any unit or agency from another location are called MOUs, MOAs, or LOAs. The most common LOA is one between an Air Force facility and the FAA. This particular agreement usually establishes airspace boundaries, radar-out procedures and handoff procedures, and specific control responsibilities of each organization. The MAJCOM OPR for ATC coordinates, reviews, and approves ATC agreements and understandings between the Air Force and a host country. All local ATC operating procedures, except administrative and facility operating instructions which address administrative matters only, must be sent to the host MAJCOM ATC OPR for approval before publication.

Operations letters are used between ATC facilities, or between an ATC facility and another Air Force base agency to supplement operational or procedural instructions and to standardize operations. Each ATC operations office and facility must maintain a current index of applicable LOPs. Supervisors must be aware of the contents of each procedure and ensure line controllers are complying as well. Units must forward current indexes annually to their host MAJCOM.

In the event a procedure cannot be approved by the MAJCOM in time for use in the facility, a temporary instruction may be developed by the CCTLR. A temporary procedure may include specific instructions to support a short notice mission operation, facility closure, or equipment utilization. Whether or not the procedure will become part of facility operations permanently is dependent on the reason for the instruction and if the event will occur again. A temporary instruction, written or verbal, expires in 120 days from the date of implementation.

Ready Reference Information

Every ATC facility must maintain current, readily available information to assist controllers in ATC duties and responsibilities. This information (refer to Figure 3-1) must be accessible to operations personnel working individual control positions with minimal effort for retrieval. Immediate reference information can be accessible through Ready Reference Files (RRF), status boards, continuity binders, or under plexi-glass presentations, just to name a few. Information required in AFI 13-203 touches on only the minimum necessary data for ATC operations. Additional information should be provided depending on the complexity of ATC operations.

Ready reference files provide control personnel an immediate reference source for checklists, complex data, and seldom-used information. They provide the controller detailed regulatory and operational guidance found in more complex source documents and regulations. Watch supervisors/senior controllers must be thoroughly familiar with the information in each RRF and conduct periodic reviews for accuracy. Chief controllers are responsible for providing a suitable RRF or display for each operating position in a facility. Supervisors are responsible to ensure RRFs remain at each control position during their watch. Ready reference files should be utilized on a constant basis during facility operations by all controllers.

Required Ready Reference Information

Tower Facilities

- On base crash grid maps (off base, when available).
- Airport diagram (runways, ramps, barrier or arresting gear, blind spots, overrun information, precision approach critical areas, etc.).
- Visibility checkpoint chart(s) (day and night).
- Current sunrise and sunset tables.
- Photographs of Bright Radar Indicator Tower Equipment (BRITE) or Digital BRITE (DBRITE)
- Intersection takeoff diagram (at locations, which authorize intersection takeoffs).
  - Show the remaining runway length from each authorized departure intersection.
  - Show all unauthorized departure intersections on the diagram.
  - Combine the intersection takeoff diagram with the airport diagram, when possible.
  - Publish intersection takeoff diagram in the base airfield operations instruction.
- Airfield lighting control operating instructions.

Radar Facilities

- Runway diagram for each airport served. As a minimum, include length and width, barrier or arresting gear, and overrun information.
- Minimum vectoring altitude chart covering range of primary radar system or area of facility responsibility, whichever is greater (not applicable to RFC facilities).
- Prepare charts according to AFMAN 13-209, Instrument Procedures Design and Publication.
- Photographs of radar scopes adjusted to optimum, showing position of radar reflectors, permanent echoes and video map and cursor alignment.
- Minimum IFR altitude chart, establishing common minimum altitudes for the area or sectors, as appropriate. Charts should be as simple as possible and still allow efficient traffic flow (not required for GCA or RFC).
- Recommended altitudes for surveillance approaches.

Figure 3-1

Recorder Operations

Recording controller communications is a long-standing practice in ATC operations and management. It provides controllers, supervisors, and leadership the capability of reviewing ATC operations and procedures first hand. The facility WS/SC is chartered to ensure facility recorders are operating effectively by ensuring that each channel on the recorder is recording properly, the time source is accurate, it's operating constantly throughout the shift, and tape changes are recorded on AF Form 3616, *Daily Record of Facility Operations.*

Information garnered from ATC recordings serve many purposes (refer to Figure 3-2). The most important benefit of ATC recordings is their ability to protect controllers from administrative and punitive actions during aircraft incidents and accidents. The majority of USAF controllers utilize correct ATC phraseology and procedures during facility operations. As a result, when or if an inquiry is made after an incident, recorders may eliminate any controller liability. On the other hand, if crews or individuals are not using prescribed procedures, recordings may confirm any controller involvement.

In addition to documenting facility operations, recorders also provide the CSE and CCTLR a quality assurance tool. Due to many duties and responsibilities, facility leadership is often unable to remain in

the control area for extended periods of time to observe day-to-day controller capabilities. Reviews of random or peak time data provide a snapshot of the quality of service being provided. It identifies good and bad trends in overall phraseology, local operating procedures, and pilot responses. Adverse trends are often noted and included in monthly proficiency training.

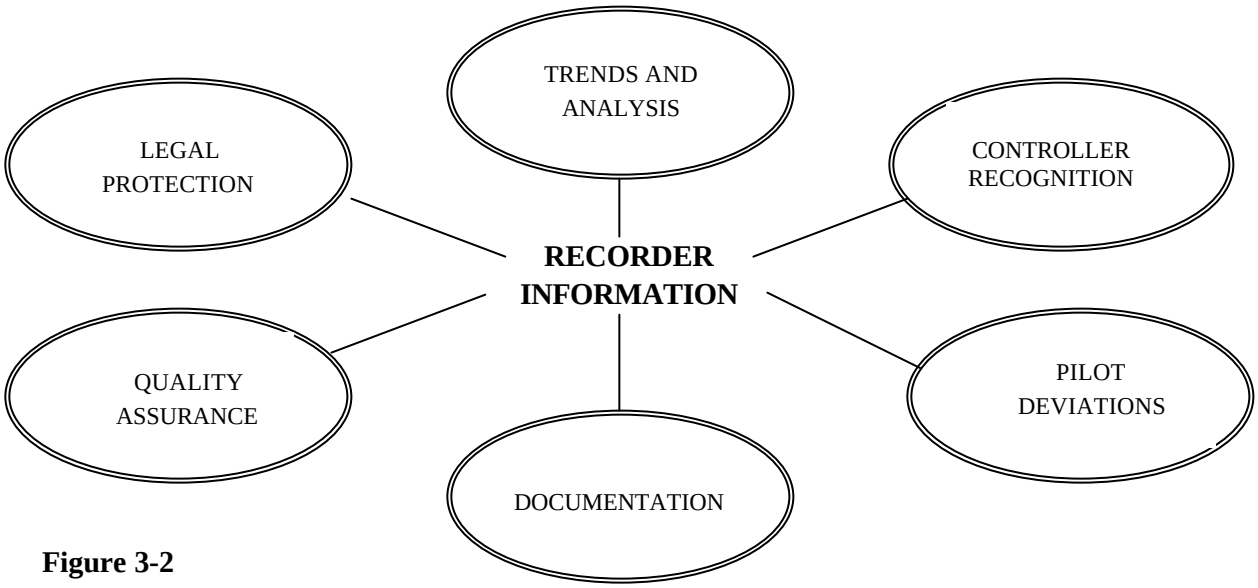


Figure 3-2

Supervisors must ensure that correct procedures are being consistently utilized during their watch. When mistakes occur and recorded information must be retrieved, a tape transcript is accomplished. AFI 13-203 requirements on recorder transcripts must be adhered to. They ensure FAA and National Transportation Safety Board (NTSB) requirements on accident/incident reporting are followed, allow for Air Force wide consistency, and provide legal consideration for the facility and controller.

Unfortunately, recordings are most often reviewed in reaction to controller or pilot mistakes, aircraft incidents or accidents, or questions in regard to aircraft expediency and quality of ATC service. The information taken from recordings initially prove responsibility for a specific action, and later assist in ways to improve processes. Periodically, recordings find that controllers were responsible for saving a periled aircraft, or providing such additional service that they are submitted for a USAF Aircraft Save Award. Whatever the reason, recordings are the primary medium for real time information on ATC/aircraft operations and communications.

Notice To Airmen

A Notice to Airmen (NOTAM) in aerospace operations is an unclassified announcement, containing information concerning the establishment of, condition of, or change in any aeronautical facility, procedure, or hazard. It provides information not known sufficiently in advance to publicize by other means concerning the establishment, condition, or change in any component or hazard in the National Airspace System. NOTAMs may have an immense impact on the quality and service provided by an ATC facility. Supervisors must be aware of what event constitutes the issuance of a NOTAM, how specific NOTAMs impact operations, and who is responsible for the NOTAM process.

NOTAMs are classified into three groups. NOTAM D consists of information that requires wide dissemination via telecommunication and pertains to en route navigational aids, civil public use airports listed in the Airport Facility Directory, facilities, services, and procedures. Examples include an extended

VOR outage or airport closure, extreme changes to Instrument Approach Procedures, and anticipated communication outages. An FDC NOTAM consists of information that is regulatory in nature pertaining to flight including, but not limited to, changes to IFR charts, procedures, and airspace usage. NOTAM L consists of information requiring local dissemination such as parachute operations.

DISSEMINATION OF AIRMEN'S INFORMATION

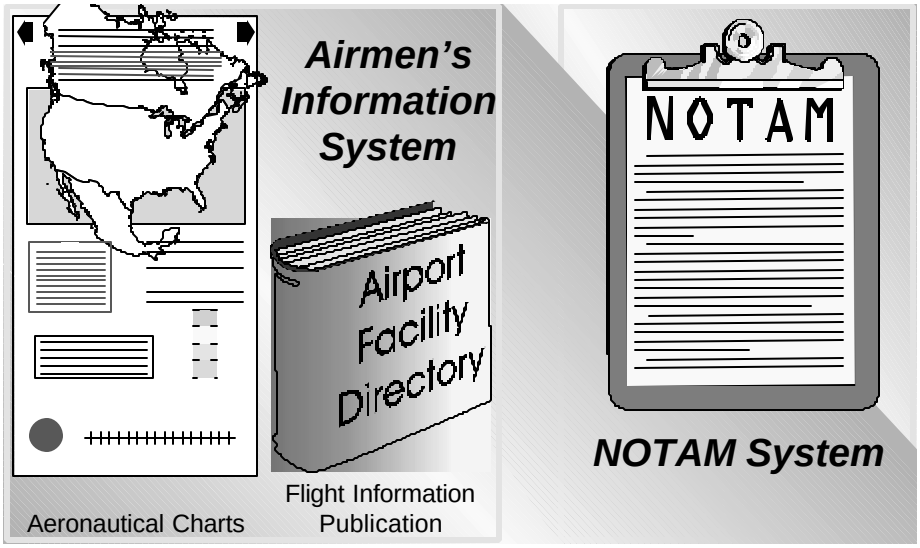


Figure 3-3

The effectiveness of the DOD NOTAM system depends on the successful elimination of nonessential information. To minimize transmission times and NOTAM summary sizes, the DOD intentionally limits the scope of NOTAM criteria. In order for a message to be classified as NOTAM material, five stipulations must be met. The information must:

- Concern a hazard to flight safety or severely limit military flight operations.
- Be published (or qualify for publication) in FLIP.
- Be more restrictive than the information published in FLIP.
- Be under the jurisdiction of the NOTAM authority.
- Be temporary, 90 days or less.

In an emergency when there is not time to wait for publication in FLIP, a NOTAM may be used to publish or change an Instrument Approach Procedure (IAP) already covered by the DOD NOTAM system. The change must be necessary for safety and more restrictive. It must include an effective date and explain all operational exclusions.

Just as important to knowing when to submit information for NOTAM dissemination, is to know what information does not require NOTAM attention. Operators can disseminate non-NOTAM information or any other airdrome condition that would not prohibit aircraft operations through other means, such as ATIS, ATC advisories, and Airmen Advisories (AIRADS). Some examples of non-NOTAM information include, but are not limited to:

- Airfield Lighting - Partial failures of airfield lighting systems do not require a NOTAM unless the airdrome manager determines that partial failure of a lighting system will adversely affect flight safety. ATC managers will determine if lighting will impact local TERPs criteria.
- Communications Facilities - Issue NOTAM information for only those communications facilities vital to the safe movement of air traffic. For example, if a facility has two published frequencies, and the loss of one does not create a hazard, a NOTAM should not be issued.
- Terminal Navigation Facilities - Failure of NAVAID voice and identification features. Preventive maintenance schedules should not be issued on a NOTAM basis.

- ✈ Airspace Restrictions - Do not NOTAM any activity occurring totally within scheduled special use airspace (including times and altitudes). If activity is extensive, a restriction is needed, and the activity is within a control zone, NOTAM the airspace as Prior Permission Required (PPR) or closed.
- ✈ Movement and Landing Areas - Exclude any surface condition information as a NOTAM unless the condition prohibits aircraft operations.

Air traffic personnel will immediately report any situation or condition considered hazardous to base operations personnel for appropriate action. The AOF/CC identifies a single ATC facility, in writing, as the NOTAM monitor facility. The facility will normally inform Base Operations (BOPS) when any air traffic control function is out of service and requires NOTAM consideration. The AOF/CC must ensure appropriate NOTAMs are sent to protect airspace when the airfield will be open outside of published airfield operating hours. NOTAMs should be documented in AF Form 3616, *Daily Record Of Facility Operation* and listed on all other recording devices such as facility status boards.

Facility Security

The WS/SC is responsible for the security of the facility during their watch. Though this responsibility does not relieve other personnel to be vigilant of unauthorized individuals, the WS/SC must be kept abreast of the reason and location of each visitor to the facility. Supervisors must encourage crewmembers to continually survey the control facility for suspicious activity, and report any infractions. The cipher lock must be functional 24 hours a day, and combinations routinely changed.

Access to control facilities are limited. Visitors must have a valid reason for entry, and be able to prove their identification. Aggressive challenge techniques must be encouraged, although if an individual is believed to cause any personal danger, notify the security police. Ensure individuals who are allowed access remain with their escort at all times.

Facility tours are commonplace in ATC operations. Tours and facility visits should be coordinated through the AOF/CC, CCTLR, or their designated representative far enough in advance for crews to prepare. Supervisors may be in a position to approve or deny access to tours, particularly on evening shifts, weekends, or holidays. Groups and individuals should be allowed to visit facilities for familiarization as long as:

- ✈ The presence of visitors does not interfere with facility operations.
- ✈ There is no breach of security directives.
- ✈ Personnel are or will be available to conduct an escorted tour.
- ✈ Follow applicable directives for foreign nationals. There may be specific restrictions placed on foreign nationals that aren't applicable to other groups.

Interruptions to ATCALS

Of the many responsibilities levied on the WS/SC, one of the more important duties is to ensure all Air Traffic Control and Landing Systems (ATCALS) are operational. The ability of the operational wing to accomplish its mission is dependent upon it. Additionally, Air Force ATCALS may be a vital component of the National Airspace System (NAS) in certain locations. The key to sustainability is effective preventive maintenance (PM) on each piece of equipment. Preventive maintenance ensures all ATCALS are performing at an optimal level by decreasing the probabilities of future equipment failures.

Preventive maintenance is conducted through a standardized recurring PM schedule based on safety, local and adjacent airport flying requirements, current and forecasted weather, equipment reliability, and maintenance requirements. The commander responsible for ATCALS maintenance specifies a recurring

PM schedule. Upon approval by the wing commander, airfield management submits the schedule for inclusion in specific Flight Information Publications (FLIPS).

ATCALS maintenance may be required at times in addition to those listed in the PM schedule, for example, installation of new parts or adverse weather effects on reflectors or antennas. Before turning any ATCALS facility over for maintenance during other than published periods, ensure all requirements in AFI 13-203 and any applicable local operating instructions are adhered to.

The Operations Group (OG) commander stipulates the response time for ATCALS maintenance personnel to primary and backup equipment outages. The commander responsible for ATCALS maintenance will ensure qualified maintenance personnel are available to support the flying mission. The AOF/CC must coordinate restoration policies with the OG/CC, and define specific policies in a letter of procedure. In the event an ATCALS supports a civil airport or is inclusive in the NAS, coordinate with the applicable FAA representative.

Equipment Check Procedures

The process of verifying equipment capabilities is a task conducted in every Air Force career field. Mission accomplishment is dependent upon it. Controllers must be continually vigilant of equipment status in the operational environment and ensure the WS is kept abreast of any degradation or upgrades. Supervisors are required to ensure equipment checklists are accomplished as soon as possible after assuming responsibility for the facility.

EQUIPMENT OUTAGE LOG			INCLUSIVE DATES 23 SEP 99 - 1 Oct 99			
WORK ORDER NUMBER	EQUIPMENT	REMARKS	DATE/TIME OUT	ATC/WLC	DATE/TIME IN	ATC/WLC
0924001	FMQ-13	No wind velocity on display	24 SEP/1310	CP/AD		
0925010	TACAN	No identification feature	25 SEP/0600	KC/FR	25 SEP/0900	KC/FR
0927032	ASR 2	Target loss in NW sector	27 SEP/1530	AS/AD		
0927055	RECORDERS	A deck not recording	27 SEP/2230	CP/DT	28 SEP/1200	CP/AD
0930067	OJ-314	Negative transmit on 126.2	30 SEP/0915	KC/FR		
AF Form 3624						

Figure 3-4

WS/SC must verify equipment outages daily with base job control personnel. Each job number should be compared to facility data to ensure the status of each piece of equipment. In many ATC facilities, equipment status information is contained on AF Form 3624, *Equipment Outage Log* (refer to Figure 3-4). The use of this form is optional. Facilities not using this form must record equipment outage information on AF Form 3616, Daily Record of Facility Operation.

Recording Facility Events

Daily events recording is a primary duty of ATC watch supervisors. Utilizing an AF Form 3616, the WS/SC is required to record a chronological listing of significant events occurring throughout a tour of duty. What constitutes a significant event is dependent on CCTLR requirements outlined in a facility operating instruction. AFI 13-203 requires only that the WS/SC annotate the exact time he/she accepts responsibility for the facility, temporary absences of controllers, and signing the document when relieved. Additional entries should focus on abnormal occurrences or conditions such as aircraft emergencies,

aircraft incidents and accidents, and any degradation in ATC services. Other entries will be added through local and command directives.

DAILY RECORD OF FACILITY OPERATION

LOCATION:	FACILITY:	DATE:	Page 1 of 1 Pages
SOMEWHERE AFB, USA	CONTROL TOWER	6 JAN 99	

REVIEWED BY	. .	.		

I CERTIFY that entries are correct; that all scheduled operations have been accomplished, except as noted, and that all abnormal occurrences and conditions have been recorded.

SIGNATURE OF SUPERVISOR(S)

Keith Curry	*Carl Polite*	*Dwight Thomas*

TIME UTC	REMARKS
2255	A CREW ON DUTY. RWY 04 IN USE. WS SC. TAPE CHANGE COMPLETE.
2305	WCLC.
0149	TWY C LIGHTS OTS, ACN.
0220	TWY C LIGHTS RTS, ACN.
0600	ATIS OTS, ACN.
0700	B AND E CREW ON DUTY. RWY 04 IN USE. GE WS.
0712	WCLC.
0833	RWY CHANGE IN PROGRESS, ACN
0845	RWY 22 IN USE, ACN.
0846	DELAYED ENTRY: AT 0800 NOTAM: ATIS OTS.
0900	JS OUT FACILITY FOR MILITARY APPOINTMENT
1230	JS IN FACILITY
1337	RWY 04 IN USE, ACN.
1420	ASR OTS.
1500	C AND F CREW ON DUTY. DE WS
1515	WCLC.
1615	ASR RTS.
2020	ATIS RTS, NOTAM CANCELLED, ACN.

Figure 3-5

Early in WS/SC qualification training, individuals must learn how and why each individual AF Form 3616 entry is made. Entries often fulfill legal obligations, accountability of human resources, and the tracking of equipment and operational occurrences. In any instance, the WS/SC must record all facility operations even if it would prove otherwise detrimental to his/her career.

Crew Scheduling

Another primary duty of a WS/SC is to ensure crew personnel are receiving the opportunity to rest in between shifts and complete additional duties and responsibilities. FAA and military regulations and instructions stipulate duty hour requirements that allow controllers time in between shifts to burn off the effects of fatigue and stress. When fatigue is not suppressed, it becomes detrimental to control practices, hindering a person's ability to handle multiple tasks associated with controlling. Furthermore, it lowers

controller discipline, encouraging individuals to accept greater margins of error or risk than normal. When fatigued due to the lack of rest, it is difficult to muster the enthusiasm and energy to pay attention.

The CCTLR affords controllers ample time between shifts by creating a facility duty schedule. A normal scheduled shift should be 8 hours and will not exceed 10 hours. A scheduled off-duty period of at least 12 hours total must occur between shifts. When unforeseen events prevent staffing a facility as scheduled (emergency leaves, Duty Not Involving Controlling (DNIC), or other unexpected loss of personnel), controllers may return to duty with only 8 hours between shifts.

Duty time begins with the first scheduled duty, either ATC or non-ATC, and ends with the last ATC duty. Once duty time begins, controllers have a 12-hour window in which they may work a maximum of 10 hours of ATC duty or ATC and non-ATC duty combined. After 10 hours of duty or at the end of the 12-hour window, controllers must not perform ATC duty. A 12-hour uninterrupted break (8 hours when unforeseen events occur) must occur before the controller next performs ATC duty. Do not consider on-call time (when controllers are at their residence awaiting instructions on when to report for duty) or pre-duty familiarization time when computing ATC duty time.

Controllers must have at least 24 hours off duty, uninterrupted, after six consecutive days of duty. MAJCOM and Numbered Air Force (NAF) commanders may direct 12-hour surge shifts only at locations outside the National Airspace System (NAS), where required to support contingencies or exercises. When using surge shifts, controllers must have a 12-hour uninterrupted rest period between shifts. Consider standby time (when controllers are at their duty location but not in the IFR room or tower cab) as ATC duty time.

SOMEWHERE AIR FORCE BASE
CONTROL TOWER DUTY SCHEDULE

FEBRUARY 1-15

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
MSgt Smith *#	D	D	S	S	M	A	O	O	D	D	S	S	M	M	O
TSgt Wesson *#	D	D	S	S	M	M	O	O	D	D	S	S	M	M	O
SSgt Colt #	D	D	S	S	M	M	O	O	L	L	L	L	L	L	O
SSgt Berreta #	D	D	S	S	M	M	O	O	D	D	S	S	M	M	O
SrA Lueger	D	D	S	S	M	M	O	O	D	D	S	S	M	M	O
SrA Winchester	A	A	A	S	M	M	O	O	D	D	S	S	M	M	O

LEGEND

D = 0700 - 1500
S = 1500 - 2300
M = 2300 - 0700
O = OFF DUTY
A = APPOINTMENT
L = LEAVE
* = Watch Supervisor Qualified
# = 7-level Qualified

APPOINTMENTS/LEAVE

MSgt Smith - 6 Feb - M-16 Training
SSgt Colt - 9 Feb - 14 Feb - Leave
SrA Winchester - 1 Feb - 3 Feb - Bay Orderly

Figure 3-6

Facility Staffing - Staff each air traffic control facility with the following minimums:

- Control Tower, GCA, or RFC: One watch supervisor qualified 7-level or civilian equivalent (GS-2152 Terminal) and one qualified controller (Thule and Soto Cano need one watch supervisor qualified controller only) or civilian equivalent (GS 2152 Terminal). A Control tower, GCA, or RFC may operate with only one watch supervisor qualified 7-level or civilian equivalent (GS-2152 Terminal) during mid-shifts or other than published operation hours.

- RAPCON: One watch supervisor qualified 7-level or civilian equivalent (GS-2152 Terminal) and two (one for Thule AB) qualified controllers or civilian equivalent (GS-2152 Terminal). RAPCON without PAR function, one watch supervisor qualified 7-level or civilian equivalent (GS-2152 Terminal) and one qualified controller or civilian equivalent (GS-2152 Terminal).

Crew Schedules: Due to the many variables involved in scheduling (TDY, details, appointments, etc.) crew schedules can be used as an option to help the CCTLR establish a more efficient monthly duty schedule (refer to Figure 3-6). If approved, the concept should allow each primary WS to complete a monthly schedule for his/her crew, to include all projected leave appointments, details, TDY, etc.

Once all crew schedules are completed, they are submitted to the CCTLR who develops a monthly facility schedule that will include all appointments, leaves, details, etc. and adjust manning to ensure proper staffing to cover wing flying.

Flight Inspections

In order for military aircraft to effectively accomplish their mission, it is essential that all components of the NAS and navigational equipment located on the airport function properly. Flight inspections are performed to investigate and evaluate the performance capabilities of Air Force and FAA navigational and landings systems. Even minor errors in navigation equipment can result in major catastrophe. There are five basic types of flight inspections.

- Site Evaluation - A flight inspection used to determine the suitability of a proposed site for the permanent installation of an ATC facility. It may include checks normally made during a commissioning inspection and any additional tests that may be required.

- Commissioning - A comprehensive flight inspection designed to obtain complete information as to system performance and to establish that the system will support its operational requirements.

- Periodic - A regularly scheduled flight inspection to determine that the system meets standards and supports the operational requirements.

- Special - A flight inspection performed outside the normal periodic interval. They may be used to define/evaluate performance characteristics of systems, subsystems, or individual facilities. Facilities maintenance personnel shall be responsible for coordinating with flight inspection that checks are to be accomplished. Special flight inspections can occur after an aircraft accident or incident, when modifications are made to existing equipment, and when requested by a user or agency.

- Surveillance - A flight inspection performed on a commissioned system or procedure that determines if the parameters inspected meet standards. An out-of-tolerance condition found on a surveillance inspection shall require a special flight inspection and a flight inspection report.

Only authorized personnel may request a flight inspection. HQ AFFSA/XAE develops and distributes an annual evaluation schedule. This schedule is based on a priority list from MAJCOM and unit input. The evaluation branch coordinates with the affected communications unit and FAA to establish a schedule which considers evaluation branch team availability, flight support availability, flying mission issues, weather conditions, and other activities that would affect evaluation dates. A request for flight inspection should not be initiated until all required facility equipment is installed, properly adjusted, calibrated, and operating normally.

A flight inspection is done through the use of high powered, sophisticated computers where only limited interruptions can be tolerated. It is important for the WS/SC to ensure flight check aircraft are provided maximum assistance and priority over most other aircraft operations. Unless otherwise agreed to, maintain direct contact (a discrete frequency may work best) with the pilot and exchange information regarding known traffic in the area and flight check aircraft intentions.

Upon completion of a flight check, the inspector will have the status of the equipment. Air navigational and traffic control facilities are expected to be usable within specific limits of distances and altitudes (service volume). Facility status classification and NOTAMs will indicate restrictions to the expected use of these facilities. The facility status classification indicates the general performance of the facility as determined from each flight inspection. This classification is directed only to the maintenance and/or operating agency.

Based on the performance of the facility, flight inspection shall assign one of the following status classifications:

- Unrestricted - The facility meets established tolerances and standards.

- Restricted - The facility does not meet established tolerances. Specific areas shall be clearly defined as unusable in a NOTAM.

- Unusable - The facility is unsafe or unreliable for navigation. A NOTAM must be issued.

WRITTEN REVIEW EXERCISE

1. List four separate examples of how Local Operating Procedures are written within an ATC facility.

_____
_____
_____
_____

2. List 4 items that must be maintained in a Ready Reference file for both tower and RAPCON.

_____ _____
_____ _____

3. Explain four uses for ATC operational recordings.

_____
_____
_____
_____

4. List each NOTAM classification and give a local example of each.

_____
_____
_____
_____
_____

5. When does an equipment outage or airfield situation qualify for NOTAM dissemination?

_____
_____
_____
_____

6. **True or False** (circle one). Facility tours can be authorized by any air traffic controller as long as the visiting party remains with the controller?

7. **Complete the statement**. The key to ATCALS sustainability is through effective _____

_____

8. What is the required staffing for a control tower, GCA, or RFC?

_____

9. Why is crew rest so important in air traffic control operations?

_____
_____
_____
_____

10. List four types of flight inspections and give a local example of each.

_____
_____
_____
_____

11. Using FAAO 7110.65, Chap 9 as a guide, list any requirements necessary for Flight Check operations.

_____
_____
_____
_____
_____

PRACTICAL REVIEW EXERCISE

1. Review an LOA that effects the aircraft operations in the facility. Make written recommendations to the facility CCTLR on ways to improve the LOA. Submit the recommendations to the trainer for review and discussion prior to the CCTLR. Maintain this project until award of 7-skill level.

2. Review each Ready Reference File, and/or plexi-glass presentations if RRF are not utilized, in the control facility. Compare content with that outlined in AFI 13-203. Prepare a written report on any deficiencies found and make recommendations for additional material required. Submit the recommendations to the trainer for review and discussion prior to the CCTLR. Maintain this project until award of 7-skill level.

3. Using current crew manning, develop a monthly crew duty schedule for all assigned controllers to cover wing flying, leaves, DNICs, details, appointments, etc. Utilize already established formats for crew scheduling. Submit the proposed crew schedule to the trainer for review and discussion prior to the CCTLR. Maintain this project until award of 7-skill level.

4. Throughout the remainder of this training program, sign on as a WS/SC in training to the maximum extent possible. During this period, the trainer should assume the additional role of mentor and allow the trainee to learn the hands-on duties and responsibilities of:

- ✈ Pre-duty familiarization briefings
- ✈ Assigning controllers to positions
- ✈ Ensuring position relief checklists are utilized
- ✈ Ensuring equipment checklists are complete
- ✈ Completing all entries on AF Form 3616
- ✈ Making decisions effecting flying operations
- ✈ Making decisions on runway changes
- ✈ Ensuring manning is appropriate at all times
- ✈ Releasing/assigning personnel to/from duty
- ✈ Post-duty briefings

5. Complete a tape transcript using guidelines outlined in AFI 13-203. The transcript must entail at least 10 minutes of ATC/aircraft operations. Conduct this exercise in conjunction with a real world transcript request if possible. Do not delay training if this cannot be accomplished. Submit the tape transcript to the trainer for review and discussion prior to the CCTLR. Maintain this project until award of 7-skill level.

6. Obtain a copy of a flight check report conducted at the base or facility. After reviewing the document, discuss the report with the trainer focusing on facility impact.

7. Spend an extended period of time (determined case by case) with each of the following agencies. The visit should include an overview of duty responsibilities with emphasis on ATC and mission impact. The trainer may augment this list with additional facilities dependent on the location. After completing the visit, brief the trainer on what concepts were garnered.

Management Position	**Date Completed**
Base Operations on NOTAM Process	_____
ATCALS Review Board	_____
Job Control	_____

SECTION FOUR

TRAINING PROGRAMS

Trained people are "the" critical resource with which organizations accomplish the Air Force mission. Without training, individuals are reluctant to exercise their earned authority to separate aircraft either because they do not know how to perform critical tasks or they fear being punished for making mistakes when they do. The ATC supervisor is charged to ensure that everyone on their watch exceeds the necessary qualifications to accomplish the Air Force mission. Training is a continuous process. It is not limited to upgrading apprentice controllers and monthly proficiency testing. It is not limited to personal and professional education. Nor is it limited to just lower ranks and titles. Training begins the first day an individual enters the Air Force and continues throughout their career.

Objectives

To complete this section of instruction, the following objectives must be completed with minimal assistance. The trainee should obtain a vast understanding of Air Force and ATC training programs with special emphasis the differences between the responsibilities of the trainer and the responsibilities of the supervisor. It is recommended to have the trainee review AT-M-01 prior to beginning this section of instruction. Recommended completion time for this section of instruction is 30 days or 60 hours.

Task	References	Objective
4a Air Force Training Concepts and Procedures	AFI 36-2201, Chap 4; AFMAN 36-2247, Chap 5; AFI 13-203, Chap 6; AT-M-01	Explain each type of Air Force level training and how they apply to ATC training. Demonstrate the ability to distinguish between each aspect of Air Force training.
4b ATC Training Concepts and Procedures	AFI 13-203, Chapter 6; AT-M-01; CDP OI, PCG	Explain each component of ATC training and how they interface together to accomplish the training mission. Demonstrate the ability to schedule crew training.
4c Procedures for Award of Special Experience Identifiers (SEI), Skill Levels, and Air Force Specialty Codes (AFSC).	AFI 36-2108, Atch 6 & 40; AFI 36-2101, Chap 1 & 3; AFI 13-203, Chap 6; AT-M-03	Define SEI, skill level, and AFSC. Explain the process to award a controller an SEI and skill level. Describe each component of an ATC AFSC. Explain the importance of correctly identifying SEIs, skill levels, and AFSCs.
4d Career Development Course (CDC) Process	AFI 36-2245, Chap 5; AFI 36-2247, Chap 3; CDP OI	Explain the purpose of CDCs and how they impact the ATC career field. Describe the CDC process and the supervisor's responsibilities.
4e Instructional System Development Process (ISD)	AFMAN 36-2234, Chap 1 & 2; AFMAN 36-2247, Chap 2	Explain the ISD process and how it relates to ATC training. Describe each component of the ISD process.
4f Training Review Board (TRB) Procedures	AFI 13-203, Chap 6; CDP OI	Explain the TRB process and how it relates to the overall effectiveness of ATC training. Describe each required topic to be discussed and identify mandatory participants.

Air Force Training

There are five types of training conducted in the Air Force (refer to Figure 4-1):

- On-the-Job Training (OJT)
- Upgrade Training
- Qualification Training
- Review Training
- Recurring Training

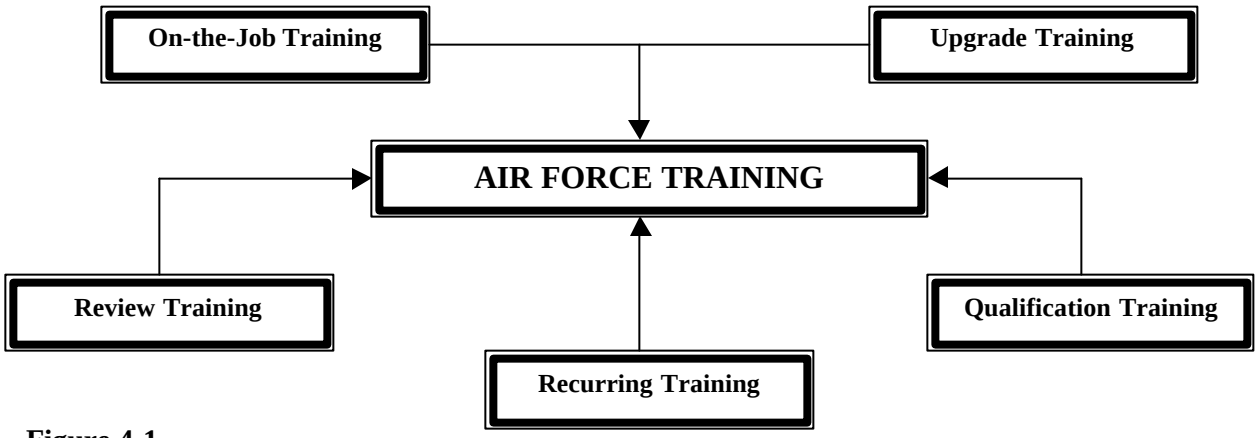


Figure 4-1

On-the-job training (OJT) is the foundation of air traffic controller development. OJT is a training plan designed to qualify air traffic controllers through self-study and supervised instruction. The intent is to train all individuals to perform their assigned duties while actually working. Situations that indicate a need for OJT are formal upgrade training to the five- and seven-skill levels, new systems and procedures, and periodic reinforcement of current operating procedures and techniques. Advantages of OJT include reducing the cost of training, permitting a trainee to learn from practical experiences, and allowing trainees to learn at their own pace. If administered properly, the trainee usually adjusts to the job quickly, gains confidence, and remains in the production cycle during training. Disadvantages of OJT include a degree of reduced services, are time consuming and labor intensive, are normally conducted by skilled personnel with no formal training in instructional methods, and assume that the trainee has the necessary ability to complete the training situation.

From the point of a trainee, OJT must be preceded by classroom teaching, demonstrations, formal and informal instruction, and considerable work in simulation. The latter being particularly concerned with instilling professional knowledge about procedures, rules, instructions, standards and practices. In order for OJT to be successful in a control facility, the trainee must have an established background in the position being trained in. Allowing apprentice controllers to begin OJT position training prior to receiving appropriate instruction will increase the amount of training time necessary to earn certifications. Trainees will not build a foundation around regulatory knowledge. They will only learn to parrot the trainer.

Upgrade training encompasses all the programs necessary to achieve a higher skill level in a specific career field, i.e. 1C151 to 1C171. Air Force and career-related instructions and guidelines regulate upgrade training (refer to Figure 4-2). Requirements and time lines are established to allow the individual time to be mentored in more advanced concepts, mature as an individual, and transition from one skill level to another. Upgrade training is a subpart of on-the-job training.

Air Force Requirements	**Career Field Requirements**
Rank of Staff Sergeant	Complete AT-M-03
Complete 18 Months OJT	

Figure 4-2

Qualification training is hands-on performance training designed to qualify a controller in a specific position, i.e. previously qualified 5 levels; TERPS; RFC training, etc. Personnel PCSing from one base or facility to another will be entered into qualification training. Qualification training includes individuals progressing through a facility. For example, controllers may be entered into coordinator, ACSE, ACATCT and ATCTD administer training. Facility management training (CCTLR, CSE, and CATCT) is also a form of qualification training in ATC. The thrust of qualification training is geared towards increasing the knowledge and procedural skills of individuals in particular tasks.

Review training is conducted for the purpose of correcting specific procedural or operational deficiencies detected through performance evaluations, supervisory observations, trends, and operational evaluations. Review training ensures a controller has re-examined any mistakes made during the testing and certification process. An example would be a missed proficiency test item.

Recurring training occurs periodically according to Air Force, MAJCOM, and local directives. AFI 13-203 specifies numerous annual and semiannual training requirements such as BASH, wake turbulence, anti-hijack, and aircraft characteristics. Other requirements may be added depending on the mission or location of the ATC complex.

Personnel Responsibilities

Unit Education and Training Manager

The Unit Education and Training Manager (UTM; also referred to as the Unit Training Advisor/Manager) educates, administers and directs Air Force training in the squadron. The UTM reports directly to the unit commander on personnel training status, and recommends ways to satisfy specialty qualification and skill-level upgrade requirements, improve OJT, and integrate training into day-to-day operations.

The focus of the UTM is on each individual supervisor and trainer to ensure training duties are fulfilled, both at the Air Force level and at the career field level. He/she ensures that work centers meet CFETP requirements, and duty and skill level upgrade requirements utilizing a Master Task Listing (MTL). Though the workcenter is responsible to ensure that initial evaluations are completed on new 3-level arrivals, the UTM monitors the process throughout the squadron. Additionally, the UTM ensures that apprentices are scheduled for base and unit training and that documentation is performed in accordance to Air Force directives.

ATC supervisors will interface with the UTM with regards to CDC completion. As the manager of the CDC program, the UTM is required to brief supervisors and trainees on specific course responsibilities, monitor progress to ensure courses are completed within specified time limits, and ensure a process is established to track volume completion. The UTM orders CDCs and course examinations for trainees as well as coordinates enrollment changes, schedules testing, and processes CDC extension reports.

Supervisor

The role of the Air Force supervisor in ATC training is, at times, confusing. In the majority of Air Force career fields, the supervisor is also the trainer. The dynamics of ATC training seldom allow a supervisor to train a ratee. So when the 7-level trainee is attempting to learn their individual responsibilities in the training arena, AFI 13-203 and AFI 36-2201 are difficult to interpret.

The training duties and responsibilities of the ATC supervisor are vast and are often dependent on the level of supervision assigned to the individual. Duties outlined in AFI 36-2201 are dispersed to specific job functions within the career field and facility. For example, the CCTLR is responsible to identify

position (wartime and peacetime) qualification and skill-level requirements for the workcenter and assigned individuals using information from the 1C1X1 CFETP. The CATCT transforms requirements from AFI 13-203, AFI-2201, the CFETP, and AFJQS 1C1X1 into a training program that is tailored to the mission of the facility. Though a new 7-level supervisor is not involved in these processes, it is important to learn where certain decisions are made in order to implement facility training directives.

One of the primary responsibilities of supervisors is to schedule OJT training for a crew, shift, or group of controllers in the facility. Using the facility training OI, certification guides, and available simulation, the supervisor must schedule OJT that meets work center operational requirements, trainer availability, and training opportunities. This can be a complicated task if manning and traffic are resource issues.

Once scheduling has been completed, the supervisor arranges for a qualified trainer to be present (or serve as the primary trainer), and coordinate the learning events to be covered. During the training exercise, the supervisor must monitor the performance of both the trainer and trainee, and possibly provide counseling to ensure effective training is being accomplished. It is imperative that the supervisor validates that the trainee has completed all UGT requirements before recommending the trainee for a skill-level award.

Documentation is crucial upon completion of the training event. The trainer is responsible for writing an evaluation. The supervisor ensures that training records show an accurate and current picture of the qualifications and progress of the trainee. Precise documentation is necessary. Allowing vague training evaluations to be written weaken the ability of ATC leadership to evaluate training progression. Critical decisions such as future manning, mission accomplishment, and wartime taskings are predicated on the upgrade of trainees. If information is incorrect or misleading, ATC leadership may inappropriately remove an individual from the career field. Even worse would be if an individual who should be withdrawn from the career field is retained and contributes to an aircraft accident.

Trainer

The duties of a military trainer rank among the most important in the entire military. The trainer not only indoctrinates new airman into the procedures of a chosen career path, but also leaves a lasting impression of what it takes to be successful. Commitment, loyalty, and integrity are only a few of the traits inherent in a military trainer. The USAF trainer must display these traits and set a pristine example 100 percent of the time to mold a professional that will carry on the finest traditions of the United States Air Force.

The air traffic control trainer is by far the best of the best. Not only is the individual required to train future controllers, but is also expected to perform at the highest level in the facility. In concert with the supervisor, the trainer is required to plan, conduct, and document OJT training. The trainer acts as the teacher, counselor, mentor, motivator, and often mother or father to the trainee. As an ATC supervisor, it is important to become involved and support each trainer in the facility.

Trainee

Trainees have both a moral and legal responsibility to the ATC facility assigned. They must accept all opportunities for qualification and skill-level UGT and actively participate in the learning process. Trainees are required to learn. That's what they get paid for. They must obtain and maintain knowledge, qualifications, and the appropriate skill level throughout their career. The trainee should not view his/her training experience as a date with the devil or as a summer vacation. It should be perceived as a part of military life where they can be a productive member.

Supervisors must adhere to Air Force and ATC regulations regarding trainees. Strict customs and courtesies are a must for new ATC recruits. All too often, trainees arrive at a duty location after just

ending an intense military indoctrination experience only to find that he/she doesn't have to call the watch supervisor sergeant and can show up to work late. Allowing misdirected behavior to occur is not fair to the Air Force, the facility, or to the individual. Stay within the rules and regulations that govern the profession of arms and more times than not, everyone will win.

Air Traffic Control Training

Watch supervisors may encounter many different types of training settings depending on the environment of the facility. Supervisors are responsible for implementing whatever type of training setting is agreed upon by the CCTLR or CATCT. There are three common methods of conducting training for apprentice controllers: the designated trainer, the training section, and the training crew. The method of training selected for apprentice controllers will depend on the facility's complexity, manning, hours of operation, and management preferences.

The most common method of conducting ATC training is assigning the trainee to a working crew with a **designated trainer**. The greatest weakness in this method is the strong reliance placed on the trainer to provide all the necessary training. The training administered and the progress of the trainee is a direct reflection of the trainer. If the trainer is sub-par, the trainee's training will suffer. If the trainer is well above average the trainee should excel. The supervisor must ensure that assigned trainees are receiving the best possible training available. This type of training will be most effective under the following conditions:

- The trainer is highly qualified and motivated toward training.
- The trainee, trainer, supervisor, CCTLR, CATCT and CSE are involved in establishing and meeting training objectives.
- The number of apprentice controllers in upgrade training on the crew is such that the trainee can progress through the training program without training interruptions.

The **training section** method involves a training staff of select controllers, all experienced and motivated towards training. In this scenario, the supervisor must be very skilled not only in training concepts and procedures, but must also be structured in organization and scheduling. Trainers are responsible for preparing lesson plans, providing classroom training, monitoring the trainee's progress, and reinforcing practical/position training with classroom training. Watch supervisors are responsible to ensure all trainers follow established guidelines set forth in the CDP OI, AFI 36-2201, and AFI 13-203. Additionally, the supervisor must act as a quality control check to ensure trainees are progressing satisfactorily. The training section controls the trainee from initial assignment to upgrade.

The **training crew** method is similar to the training section method except the training crew is also assigned responsibility for a shift in the facility. The training crew normally works days, Monday through Friday, or as aircraft operations dictate. The purpose is to expose trainees to as many available flight operations as possible. When flying is down or limited, the training crew will utilize classroom training and supply one-on-one training as required. After completing the required training on the training crew, the trainee is normally assigned to a regular crew. The training on this crew entails controller proficiency and completion of remaining task items.

When using the training crew or training section method supervisors must establish training requirements, ensure the trainees are assigned a trainer responsible for their training during each phase of training, and ensure the trainers and trainees are thoroughly familiar with the overall training program.

Planning On-the-Job Training

Supervisors and trainers are not professionally qualified educators; however, they are expected to use certain training methods and techniques that are known to be effective. To properly organize the training setting, the trainer must evaluate which training method he/she will utilize. The type of training method chosen is usually dependent on the topic to be discussed that day, or the number of trainees in the training session. The supervisor must ensure the trainer has all the appropriate resources needed to carry out the training mission. On-the-job training generally involves four instructional methods of presenting new knowledge or practice skills.

- **Lecture Method** - A lecture is useful for imparting information and often the effectiveness is increased when combined with one or more of the other instructional methods. Lecture training is most efficient when the trainer is explaining broad topics that do not involve interaction between the trainer and trainee. Watch supervisors must ensure that individuals conducting lecture classes are completely proficient on the subject matter and teach the correct policies and procedures used in the facility. When the training objective is the development of new practical skills, the lecture or telling method alone has limited value.

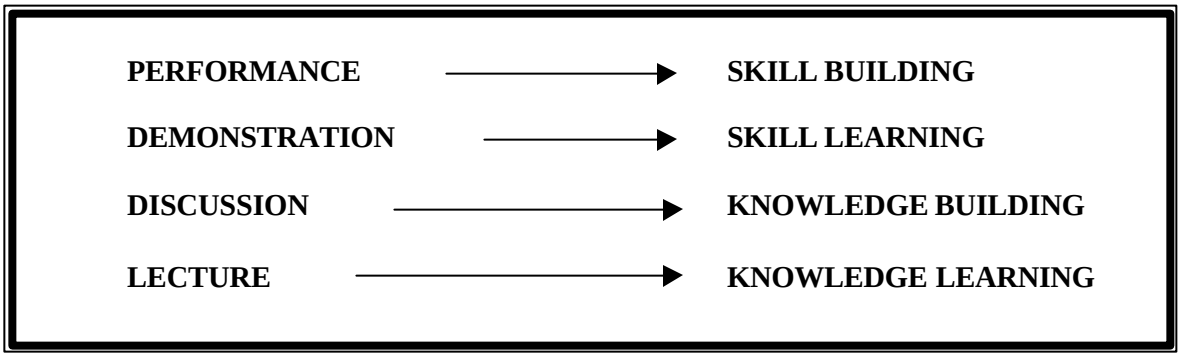


Figure 4-3

- **Discussion Method** - Discussion is a valuable training method because it promotes a two-way exchange of ideas. This method may be used in group or individual instruction when the objective is to provide background information or procedures, which are of common interest to the entire group (i.e. monthly review/recurring training). Questioning is a very useful tool to inform trainees and/or check their retention of the instruction they have received. Supervisors should be highly involved in this process. Questioning and discussion sessions should not be limited to the trainer only. To help trainees think through logical steps of new tasks, phrase questions so they cannot be answered with a straight yes or no. Use questions which begin with words such as what, who, where, when, why, and/or how. Questioning can be used effectively with all instructional methods. Discussion is critical after each practical training session. Feedback is invaluable.

- **Demonstration Method** - Demonstration or "showing" is most effective when the training objective is the development of new manual skills. It is particularly useful in presenting the various steps of a very long operation that must be performed without stopping. The trainee is taught the additional steps, with the trainer again completing each step of the operation first. In this way, the trainee learns the whole job in small segments. The effectiveness of the demonstration method is increased when it is combined with the discussion method.

- **Performance Method** - Performance is by far the most effective training method. Initially, a person in training should be given a simple job to do such as answering telephones or posting information. After a person has received training on some particular task or phase of work, the trainee should be permitted to perform that task until he/she is able to do it with the desired proficiency. The trainee should then be rotated to another task. With a progressive rotation plan, the trainee grows in skill until he/she is able to effectively perform in a duty position. Supervisors must ensure trainees are afforded ample time in simulators and in control position in order to maximize performance training efforts.

Basic principles apply to all training situations. Once the method of instruction has been decided upon, and the training staff has organized itself for effective instruction, the trainee's instructional needs must now be addressed. Trainers and supervisors should understand and apply certain principles and techniques on how to actually begin and conduct a training scenario. No two trainers will follow the same format when conducting training, though the following points can assist the trainer in effectively planning a learning situation. Remember, not all trainees learn the same, have the same knowledge level, and agree with the trainers training methodology.

- *Prepare the training situation* - Ensure that the required certification guides, training scenarios, manuals, regulations, handbooks, etc., are available and up-to-date and if training aids are to be used, ensure they are available and in working order. Supervisors must periodically review the availability and currency of training regulations and workbooks. Simulated scenarios are critical and supervisors and trainers must ensure each scenario meets the training session objective.

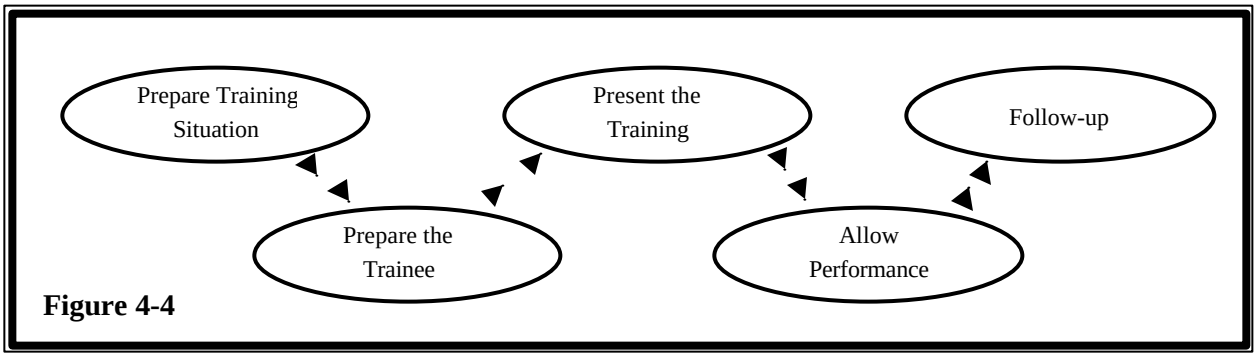


Figure 4-4

- *Prepare trainees to receive instruction* - Put trainees at ease and help them build confidence. The trainer's efforts are likely to be in vain if the trainee is nervous or ill at ease. Supervisors must ensure that trainers are not placing undue stress upon the trainee that will nullify any training effort. Find out what the trainee already knows about the task. Gain the trainee's interest. Explain the task or operation and relate it to the entire control position. Don't have the trainees look at the job backwards or from another angle.

- *Present the operations to the trainees* - Tell, show, illustrate, and question the trainees. Then, when understood, have the trainees do the job. Give the trainee only a few instructions at one time. Understanding is gained more quickly if ideas are presented gradually. Make key points clear. These make or break the operation. To a large extent, they determine the ultimate success or failure of the training. Use all available training aids; they help to emphasize and clarify key points. Don't use them to fill in time. Before using any training aid, be sure it applies directly to the objective and it works. Don't use irrelevant or broken training aids. If necessary, repeat the operation and explanation.

- *Try out performance* - Have trainees do the job under close supervision. Then have them do it again and explain what they are doing and why. Some people don't realize the importance of actions they are observing and repeating. Trainees must understand what they are doing and why. Have trainees explain the key points. Correct errors and omissions in a positive manner and continue to have trainees perform tasks until you know they can accomplish them correctly.

- *Follow-up* - To the extent possible, with flying safety paramount, let trainees gradually perceive they are working on their own so they will get the "feel" of the job by doing it. Be on the look out for incorrect or unnecessary moves. Expect a few mistakes; if there are none, congratulate the trainees for a job well done. Get the trainees to look for key points as they progress. Taper off the coaching until the trainee is able to work under normal supervision.

The supervisor must remember the overall objective is to train trainees for facility ratings and/or upgrade to the next skill level. It serves no purpose to teach irrelevant information (i.e., do not teach apprentice controllers how to conduct meetings or how to develop operating instructions). The supervisor must maintain a situational awareness of what and how trainers are interacting with trainees. Ensure that trainers are sticking to the tools of the trade, such as AFI 13-203, FAA publications, letters of agreement, operating instructions, the base flying instruction, etc. Teaching technique is inevitable in air traffic control. Ensure techniques are not replacing regulatory knowledge and procedural capability.

Air Force Specialty Code

The Air Force Specialty Code (AFSC) is a group of positions requiring common qualifications. Each AFS is comprised of a title and a specific code designating a career specialty. Enlisted codes are designated by a combination of numbers while officers are coded with a 4-alphanumeric sequence (Refer to Figure 4-5). Each code identifies an individuals applicable career field and duties he/she is qualified to perform. Duty assignments and other career opportunities are dependent on the airman coding system.

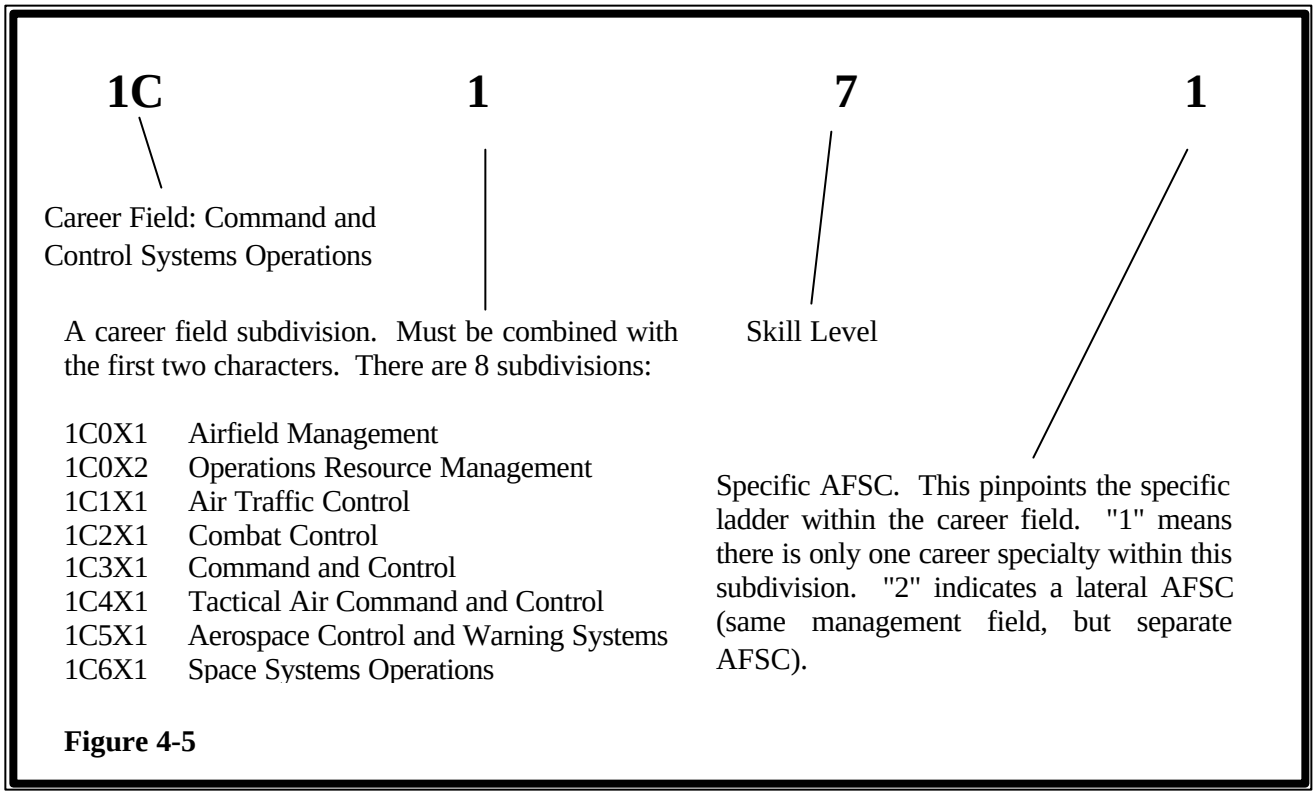


Figure 4-5

It is the controller's responsibility to gain and keep specialty qualifications for awarded AFSCs. Because an individual effort is directly related to career progression, it is incumbent on the individual to develop professionally and keep abreast of specialty knowledge and proficiency standards. Several programs blend specialty training with academic pursuits to enable or enhance career progression. These include career development courses, advanced specialty training, supplemental training, on-the-job training, and education provided through the Community College of the Air Force (CCAF).

Designating Air Force Specialty Codes

The awarded AFSC in which an individual is **best qualified to perform duty** is the primary AFSC (PAFSC). The award of this AFSC is based on the skill level of the individual (usually denoting the highest level of skill qualification), the length and recency of experience, the complexity of the specialty, and the amount of formal education and training the individual has obtained.

The control AFSC (CAFSC) is a **management tool** to make airmen assignments, to assist in determining training requirements, and to consider individuals for promotion.

The duty AFSC (DAFSC) denotes the **specialty in which an individual is currently performing duty**. It includes any prefixes and suffixes, and must match the unit manpower document position to which the individual is assigned. The DAFSC must match the CAFSC unless the controller is on temporary duty outside the career field.

Skill Levels

An Air Force skill level is the level of qualification within an awarded airman Air Force Specialty (AFS), shown by the fourth digit of the AFSC. The 1-skill level (helper) identifies personnel initially classified in an AFS when entering the Air Force or when retraining. The 3-skill level (apprentice) identifies airmen who have obtained basic knowledge within an AFSC through completion of an initial skills course. Apprentices gain duty position experience and, upon completion, enter a structured apprenticeship program to gain qualification and experience required of a 5-skill level (journeyman).

In specialties where a 5-skill level does not exist, personnel are considered skilled at the 3-skill level. Apprentices implement work activities as directed and perform tasks unsupervised when certifying officials determine them to be qualified. The 5-skill level identifies airmen who, through experience and training, have demonstrated skilled proficiency in their AFSC. Journeymen continue to gain experience and qualification in their AFSC and, upon promotion to staff sergeant, enter a structured training program to gain experience and qualification required of a craftsman (7-skill level).

Journeyman plan, coordinate, implement, and supervise work activities. The 7-skill level (craftsman) identifies airmen who have gained a high degree of technical knowledge in their AFSC and who have additionally acquired supervisory capability through training and experience. Craftsmen continue to gain experience in technical, supervisory, and managerial functions. Craftsmen plan, coordinate, implement, and direct work activities.

The 9-skill level (superintendent) identifies airmen who, through experience, training, and performance, have shown a high degree of managerial and supervisory ability to fill positions requiring broad general knowledge. Superintendent’s plan, coordinate, implement, and direct a wider scope of work activities and functions than the 7-skill level.

When individuals complete all training and time requirements outlined in AFI 13-203 and AFI 36-2201, they may be submitted for the award of the appropriate skill level. This process can be completed in writing or through automation. Personnel records can be verified through PC-III.

Special Experience Identifier

The ATC special experience identifier (SEI) is a three-character code that identifies special experience training not otherwise identified in the personnel data system. Without the SEI, the personnel data system would only recognize that an individual holds a 1C1X1 AFSC without regard to whether the person is, for example, a tower or radar qualified controller. SEIs permit rapid identification of individuals with special qualifications to meet peacetime assignments. More importantly, they provide a means for identifying critical manning requirements during wartime or contingency operations when little lead-time is available for training personnel in specific technical skills needed to support a control system. SEIs are not a substitute for AFSCs.

SEI CODE	TITLE	EXPLANATION/DESIGNATION
053	Ground Control Approach (GCA)	Requires certification in arrival, arrival assist, and radar final control. Must be recommended by immediate supervisor and commander.
054	Ground Control Approach Watch Supervisor/Senior Controller	Requires qualification as a Watch Supervisor/Senior Controller.
055	Control Tower Watch Supervisor/Senior Controller	Requires qualification as a Watch Supervisor/Senior Controller.
056	Control Tower	Requires certification in local control, ground control, and flight data. Must be recommended by immediate supervisor and commander.
350	Military Airspace Management	Requires 6 months of consecutive experience in an airspace management position and completion of course E3OZR11A4X-000.
361	Terminal Instrument Procedures (TERPS)	Requires completion of course E3OZR1661-001 (PDS Code D9K or QKL); successful completion of TERPS portion of AFJQS 1C1X1; 12 months of experience as primary TERPS specialist (alternate specialist will be evaluated on a case by case basis by MAJCOM authority); and recommended by the unit commander or designated representative.
362	Radar Approach Control (RAPCON) Watch Supervisor/Senior Controller	Requires qualification as a Watch Supervisor/Senior Controller
363	Air Traffic Control Radar Center	Requires certification of initial rating and recommendation by immediate supervisor and commander
364	RAPCON	Requires certification in approach, approach assistant, and arrival, and recommended by immediate supervisor and commander
365	Radar Final Control (RFC)	Requires (1) prior qualification in and possession of SEI 053, 056, or 364; (2) successful completion of RFC portion of JQS 1C1X1; (3) precision approach radar position certification, and (4) recommendation by unit commander or designated representative.
367	RAPCON and RFC	
900	Combat Airspace Management	Requires completion of courses TAC228550CDPS and TAC228555 (PDS Code9TH). Participation in one Joint Chief' of Staff exercise with combat airspace management employment and commanders recommendations.

Figure 4-6

The ATC career field is made up of specific SEIs that complement the deployment and assignment process. Individuals eligible for a permanent change of station (PCS) or contingency are matched against

future requirements and vacancies. For example, SSgt Jones is a 7-level watch supervisor with a SEI code of 055. If eligible, SSgt Jones could be deployed to a contingency location requiring a 055 SEI, or be eligible for a PCS to another location requiring the same. Figure 4-6 lists those ATC related SEIs

When individuals complete all training and time requirements outlined in AFI 13-203 and AFI 36-2201, they may be submitted for the award of the appropriate special experience identifier. This process can be completed in writing or through automation. Personnel records can be verified through PC-III.

Career Development Course

The Career Development Course (CDC) is a self-directed learning tool used to augment the OJT training process. It is designed to cover information not regularly taught in a standardized OJT program, not to replace knowledge and performance requirements for qualification training. All trainees must complete the CDC when entering upgrade training. The Career Field Manager (CFM) is responsible to determine if CDCs will be utilized in the career field. The Air Staff must approve or disapprove the decision of the CFM prior to the deletion or implementation of a CDC program.

Upon an apprentice controller's arrival, the unit training manager or units with PC-III capability request enrollment in the applicable CDC. The unit training manager issues CDC material to the supervisor (reporting official) and trainee (the CATCT may issue CDCs in some locations when authorized), and informs them on the proper use of the CDC and other related materials. The supervisor and the trainee must conduct an inventory of the course material and make any necessary course corrections.

The trainee and supervisor must follow the directions outlined in the CDC until completion of each volume, or until the trainee exceeds volume completion time limits (volume time limits are established by the supervisor). If the trainee exceeds volume time limits, the supervisor must determine the reason for slow progress. The supervisor will counsel the trainee and document the session on an AF Form 623a or other appropriate substitute.

When the trainee has completed the last Unit Review Exercise, the unit training manager or CATCT will schedule the trainee for the end-of-course examination. The supervisor is responsible to ensure the trainee has completed the review of the course, is ready to test, and takes the test as scheduled. If the course examination is completed successfully, the supervisor will place the returned ECI Form 9 (record of course completion) into the trainee's AF Form 623 until the trainee completes upgrade training or qualification training.

If the trainee fails the end-of course examination the ECI Form 9 will be returned with the trainee's score, and the subject area of missed questions. The supervisor and trainee will meet with the squadron commander to determine the reason for the failure and what corrective actions are required. The unit commander considers:

- the adequacy of the CDC content and program management
- the airman's understanding of the course content
- the airman's motivation and study habits
- the supervisor's involvement
- the airman's reading and test taking ability

The unit commander counsels and places the trainee in supervised review training. The supervisor conducts the required training with the trainee and certifies that the trainee has completed review training on the ECI Form 9. The trainee may be scheduled to retake the examination at this time.

In the event the trainee fails the end-of-course examination a second time, the unit commander, with assistance from the unit training manager, interviews the supervisor and trainee to determine the reason for failure. After reviewing the facts, the commander may decide on one of four options:

- ✈ Keep the airman in training, provide, evaluate and certify career knowledge according to the applicable STS, and upon successful completion, request a waiver of the CDC requirement.
- ✈ Withdraw the airman for failing to progress and evaluate for future re-entry into upgrade training and waiving of the CDC requirement.
- ✈ Withdraw the airman for failing to progress, request AFSC withdrawal, and recommend retraining or return to a previously awarded AFSC.
- ✈ Withdraw the airman for failing to progress and pursue separation.

The unit commander informs the trainee and supervisor of the option to be taken and initiates the appropriate actions. The trainee may not enroll in the CDC or a revised version of the CDC after two failures.

Instructional System Development

Introduction

Education and training are essential for the effective operation of the Air Force, but can be expensive and can account for a large portion of the Air Force's annual budget. A major concern for every commander and training manager is whether personnel are adequately prepared to do the job. There is a natural tendency to assume that instruction is the solution for every operational problem. This assumption results in wasted dollars when it's not valid. The tendency is for commanders and managers to request more instruction than needed or to request instruction for a non-instructional-related problem.

Since 1965, the Air Force has used the Instructional System Development (ISD) process to help commanders and managers resolve the instructional dilemma. ISD is a systematic, flexible, proven process for determining whether instruction is necessary in a given situation, for defining what instruction is needed, and for ensuring development of effective, cost-efficient instruction. ISD is the official Air Force process for developing education and training for Air Force personnel. AFMAN 36-2234, *Instructional System Development*, describes the ISD process, and provides guidance for finding additional information on specific areas of the process.

The Air Force ISD process is a conceptual adaptation of the systems engineering process to the problems of developing, implementing, and evaluating instruction. ISD results in alternative solutions to instructional problems that may be more or less cost-efficient, depending on the instructional need and environmental constraints. ISD also clarifies that a systems approach, which involves choosing among alternative solutions, will produce the most effective results.

The goal of ISD is to increase the effectiveness and cost-efficiency of education and training by:

1) Developing instruction based on job performance requirements.
2) Eliminating irrelevant skills and knowledge instruction from training.
3) Ensuring trainees acquire the necessary skills, knowledge, and attitudes to do the job.

The Air Force ISD model is designed to represent simplicity and flexibility, so that instructional designers with varying levels of expertise can understand the model and use it to develop cost-efficient instructional systems. Although not a specific phase of the ISD process, planning is the key event. Planning the ISD structure and functions includes determining the administrative, support, and delivery strategies for

implementation, and estimating resource requirements and constraints. Planning also includes determining the instructional needs and concepts, and it must take place before developing an instructional system or revising courses.

ISD Phases

Instructional System Development consists of five phases (refer to Figure 4-7). The phases include analysis, design, development, and implementation, with evaluation activities integrated into each phase of the process. Each phase in the ISD model depends on all of the other phases.

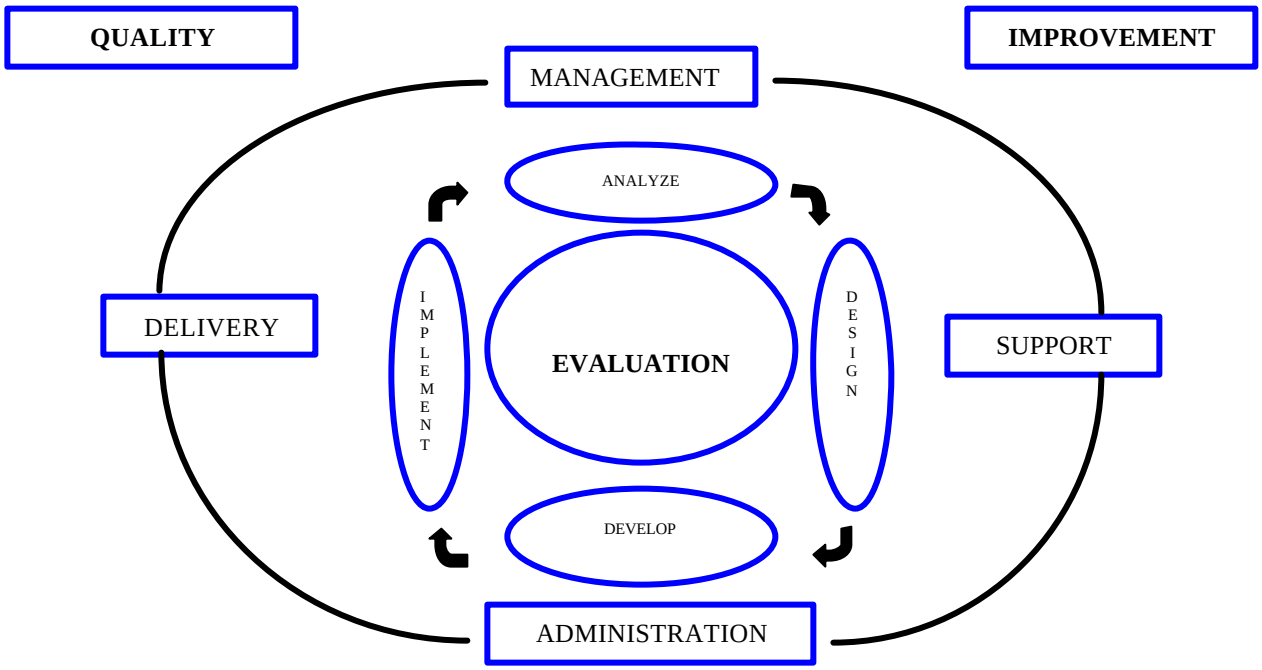


Figure 4-7

Analysis Phase

In courses that tie content directly to preparing a student to do a job, the training manager analyzes the job performance requirements and develops a task list. Job performance requirements may include duties other than the necessary technical skills such as problem solving, leadership, and management. The training manager then analyzes the job tasks and compares them with the skills, knowledge, and abilities of the incoming trainee. The difference between what they already know and can do and what the job requires them to know and be able to do determines what instruction is needed.

The training manager (in ATC, this is the CATCT) is responsible for ensuring a comprehensive task analysis is completed. By examining each position in the control facility, the CATCT identifies which tasks should be performed, under what conditions they should be performed, and the standards of acceptable performance. Air Force Job Qualification Standard (AFJQS) 1C1X1-001 and 002 are the foundation documents for the task analysis. Each document contains a detailed listing of required tasks to perform in a specific control facility. If a task does not apply at a particular location, then the Chief Controller may defer the item. If a task does not exist in the AFJQS, then the CATCT would develop an

Air Force Form 797, *Job Qualification Standard Continuation*, and create a training plan for those items. Examples of AF Form 797 items could be Minimum Interval Take-Off (MITO) procedures, pre-duty familiarization procedures, or command/base specific flying operations. Most facilities already have a fairly comprehensive task breakdown. The CATCT should be aware of new or changing procedures that occur, and augment the training plan accordingly.

Design Phase

In the design phase, the training manager develops a detailed plan of instruction that includes selecting the instructional methods and media, and determining the instructional strategies. Existing instructional materials are reviewed to determine their applicability to the specific instruction under development. In this phase, the training manager also develops objectives and tests, as well as designing the instruction. In ATC, this is the Position Certification Guide (PCG).

The first activity in the design phase is to develop objectives for the tasks that were identified as requiring training in the analysis. An **objective** is a precise statement of what the trainee is expected to be able to demonstrate, the **condition** under which the learned capability is to be exhibited, and the minimum **standard** of acceptable performance.

Development Phase

In the development phase, the instructional materials used to support the system should be developed. Material development is a time-consuming and exacting task regardless of the medium that has been selected. It is essential that quality materials be developed, since they carry the information to be learned to the trainee. Adequate resources are required to develop quality materials in a timely manner.

Instructional materials refer to printed or other media intended to convey events of instruction or communicate information to the students. Some examples of the instructional materials that can be used to deliver instruction are:

- Print-based material
- Audio/video tape
- Computer based instruction
- Mission scenarios
- Lecture/classroom exercises

The development of instructional material can be very cumbersome and may be affected by several factors. The relative importance of these factors depends on the medium selected.

- Number of personnel required
- Amount of time required
- Total cost

After the instructional method has been developed, it is important to accurately validate it. There is no assurance that the plan of instruction will be effective. Validating a product proves that the instruction provides trainees with the skills, knowledge, and attitudes to meet job performance requirements. The first step in validation is to conduct an **internal review**. This requires subject matter experts who are knowledgeable about instructional design and development to identify inaccuracies and weaknesses in the materials.

The next step of a proper validation is conducting **individual tryouts**. The instruction and materials should be tried out on several trainees, if practical, to add validity and reliability to the data compiled by the internal review personnel. Remember that the purpose of individual tryouts is to determine the effectiveness of small segments or units of instruction, not the entire instructional program.

The last validation tool is to conduct an **operational tryout**. This is used to determine if the instructional system actually works under operational conditions. To effectively conduct an operational tryout, allow both trainer and trainee to perform a module of instruction in the working environment. Review comments from both the instructor and the student and make adjustments as necessary.

Implementation Phase

Implementing instructional materials requires more than just delivering the course work to the facility. It requires the coordination of many personnel and processes. It requires continuous support, maintenance, and evaluation to ensure it operates effectively and cost-efficiently and produces trainees who meet job performance requirements.

Managing the training process consists of all facets of program management. The training manager must plan for the development and implementation of current and future instructional systems, must organize the necessary resources to develop and implement the instructional system, and coordinate with each facility trainer to ensure proper utilization and support. Continuous evaluation of the effectiveness and efficiency of each component of the instructional system is vital.

The importance of the instructional system **support** function cannot be overstressed. Without adequate support, the training program may falter and the training manager may be unable to implement it. At best, the program may be ineffective and inefficient. Support is required from a wide variety of instructional organizational elements in order to implement, operate, and maintain an instructional system. The training manager must ensure training equipment and facilities are maintained, course materials are supplied, and learning references and delivery support are provided.

The **administrative** function conducts the day-to-day operation of the instructional system. As managers and trainers, it is important to be aware of all administrative activities that are performed on a daily basis by various personnel in the organization. Examples of administrative support activities are maintaining training records, scheduling training and certifications, monitoring paper and electronic resources, and updating workbooks, training guides, and training letters.

In the design and development phases of ISD, appropriate **delivery** methods were selected and developed to deliver instruction to trainees. Prior to implementing the instructional system, the entire management staff should ensure that the delivery function is ready to support the operation of the system. This can be the most difficult function to follow through with in a military setting. It includes ensuring enough trainers, computers, and job aids are available, that all simulation devices are in place and operating correctly, and that enough manning exists to execute the training program.

Evaluation Phase

Evaluation is integrated throughout each activity of the instructional development process. It starts in the planning stage with development of the evaluation plan and continues through the life cycle of the training system. The focus of evaluation is continuous improvement in instructional system quality.

Training Review Board

In order to effectively evaluate the CDP, a Training Review Board (TRB) is required by every unit having an air traffic control mission. The Airfield Operations Flight Commander (AOF/CC) is required to convene the monthly TRB to discuss current training programs, status of all trainees, and any trends occurring in the facilities. Board membership, at a minimum, consists of the AOF/CC, AOF/DO, AOF/SO, CCTLR, Airfield Management Training Manager, CATCT, TDSA, CATCA, and the CSE (or designated representative).

From a supervisor's perspective, the training review board is an official evaluation of how well training is being conducted on each crew. The board membership brings a vast amount of experience and cross-functionality to the meeting. The main objective of the TRB is to ensure the host air traffic control facility has the best training program possible. As each individual trainee is discussed, progress and deficient areas are examined to ensure training is being accomplished effectively. Data on each trainee is provided through training records. Supervisors must ensure each training evaluation is clear, concise, and describes the training situation accurately.

If the board identifies problems, corrective actions must be established. This may consist of interviews with the supervisor, trainer, or trainee to identify any personal or professional problems. It is important to identify any adverse trends in a training environment. The economic and professional livelihood of the trainee is dependent on correcting these types of problems.

When positive trends are noted, trainers, trainees, and supervisors should be commended. Individual trainers and supervisors may be approached and questioned as to specific training methods if or when this occurs. When a supervisor discovers an aggressive and effective technique to training, they should share that information with the remainder of the facility.

WRITTEN REVIEW EXERCISES

1. Match the type of Air Force training in Column A with a definition in Column B.

Column A	Column B
_____ On-the-Job Training	A. Training provided on missed CTO Examination question.
_____ Upgrade Training	B. Proficiency tests.
_____ Qualification Training	C. Training provided when a new equipment system is installed.
_____ Review Training	D. Training provided for previously qualified 5-skill level controllers.
_____ Recurring Training	E. Training provided for the advancement to a higher skill level.

2. The most common method of training in ATC is the _____ _____ method.

3. What type of OJT training is utilized to increase the knowledge level of controllers in 5-level upgrade training?

_____

4. The most effective OJT training method is _____ _____ .

5. How does a supervisor ensure that irrelevant information is not being taught to apprentice controllers?

_____
_____
_____
_____

6. What is the purpose of a special experience identifier in ATC?

_____
_____
_____

7. What do the first two digits in the ATC Air Force Specialty Code (**1C**1X1) represent?

_____

8. How many subdivisions are assigned under the Command and Control Systems Operations Career?

_____

9. T or F. (circle one). It is the supervisor's responsibility to ensure a member of the crew gains and maintains specialty qualifications for the award of the ATC Air Force Specialty Code.

10. What is the difference between a primary AFSC and a duty AFSC?

_____
_____
_____
_____

11. T or F. (circle one). ATC trainers are responsible for administering CDCs to apprentice controllers.

12. Who decides whether an individual may retake a CDC end-of-course examination after an initial failure?

_____

13. List each phase of ISD and provide a brief description of each.

_____
_____
_____

_____
_____
_____

_____
_____
_____

_____
_____
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_____
_____
_____

14. The _____ is required to convene a monthly Training Review Board (TRB).

15. What is the main objective of a Training Review Board?

_____
_____
_____

PRACTICAL REVIEW EXERCISES

1. Review the training records of each individual in training on the crew (apprentice and craftsman). After making note of each individual's progress, attend the facility Training Review Board. While at the board, make notes on the topics discussed and how challenges are addressed. Prepare a report on the Training Review Board to submit to the CCTLR. Submit the recommendations to the trainer for review and discussion prior to the CCTLR. Maintain this project until award of 7-skill level.

2. As an ongoing effort throughout the remainder of 7-level upgrade training, the trainer should assume the additional role of mentor and allow the trainee to learn how to assign training duties and responsibilities on the crew. This includes planning, coordinating, scheduling, and implementing training for each aspect of crew training.

SECTION FIVE

CREW SUPERVISION

Crew supervision can be one of the most challenging jobs an individual can do in the Air Force. It can also be one of the most rewarding. With promotion comes the opportunity to accept added responsibility within the facility. A major part of this additional responsibility involves running a crew. Leadership is defined as the art of influencing people to accomplish the mission. Crew supervision is where the "rubber meets the road" in the leadership profile. It takes effort to integrate differing personalities, abilities, and experience levels along with the associated rules. When done effectively, the crew will run efficiently and effectively. This section hopes to guide new WS/SC candidates into being effective leaders. Ultimately, however, it all comes down to how much effort the individual puts into the project.

Objectives

To complete this section of instruction, the following objectives must be completed with minimal assistance. The 7 level trainee should obtain the knowledge and understanding of crew supervision concepts. Additionally, they should obtain the ability to demonstrate these concepts in a working environment. Recommended completion time for this section of instruction is 90 days or 180 hours.

Task	References	Objective
5a Watch Supervisor Authority, Duties, and Responsibilities	AFI 13-203, para 1.1.8, & 1.10.; AT-M-03	Explain the concept of watch supervisory authority. Explain watch supervisor shift duties and responsibilities associated with crew supervision and ATC operations.
5b Watch Supervisor Requirements	AFI 13-203, para 1.1.8.; 1C1X1 CFETP	Describe the specific requirements necessary to be appointed a facility watch supervisor.
5c Crew Relief Procedures	AT-M-03; Local OI	Explain each aspect of crew relief procedures. Demonstrate the ability to perform all phases of crew relief.
5d Facility Relief Procedures	AFI 13-203, para 1.5, 1.8, & 1.9, ; AT-M-03, Local OI	Explain each aspect of assigning controllers to operating positions. Demonstrate the ability to make position assignments.
5e Newcomer Orientation Briefing Procedures	AT-M-08; AT-M-03	Explain newcomer orientation briefing procedures. Demonstrate the ability to provide a newcomers orientation briefing.
5f Personnel Safety Procedures	AT-M-03; Local OI	Explain personnel safety issues in an ATC environment.
5g Controller Recall Procedures	AT-M-03; Local OI	Explain controller recall procedures. Demonstrate the ability to perform a controller recall.
5h DNIC Procedures	AFI 48-123; AT-M-03; Local OI	Explain DNIC procedures and how they effect ATC operations.
5i Controllers Proficiency Procedures	AFI 13-203, para 6.11, FAR Part 65;	Explain each aspect of controller proficiency. Demonstrate the ability to track and assign controllers for proficiency purposes.

Watch Supervisory Authority

Efficient air traffic services require supervision of each watch regardless of the number of people assigned. The primary responsibility of the watch supervisor is to ensure the air traffic facility runs optimally during his/her shift. This includes not only providing air traffic services, but also maintaining situational awareness on other issues such as crew management, equipment, and training. Situations may arise that force the watch supervisor deny a pilots request for specific operations. AFI 13-203 empowers the watch supervisor to limit aircraft operations based on existing traffic congestion, staffing, weather, and training commitments. This authority must be used wisely so as not to preclude the safe and expeditious flow of aircraft. The WS carries out this authority through effective crew supervision. Responsibilities for in effective crew supervision include:

- Ensuring all positions are fully staffed with qualified controllers, including coordinators who are assigned consistent with workload
- Directing the training efforts of all controllers under their supervision
- Monitoring controller performance to identify areas requiring training and ensuring review training is conducted to correct deficiencies
- Recommending controllers for position certification/facility rating
- Nominating controllers for trainer certification
- Performing Equipment checks
- Coordinating operational matters with other agencies/facilities, as appropriate

Watch Supervisor Requirements

Becoming a WS is not totally dependent on time in grade or professional experience. It encompasses a wide array of qualifications and requirements. First and foremost, the WS must have earned the AFSC 1C171, 1C191, or 1C100 and performed those assigned duties for a least four years, not to include instructor duty. Additionally, the individual must have one year experience in the type of facility assigned to supervise, excluding RFC. He/she must be rated in all positions, maintain proficiency, and complete all Air Force, command, and local training requirements.

Crew Relief Procedures

The WS/SC is responsible for pre-duty familiarization briefings and assuming control of the facility. Pre-duty briefings normally begin 15 minutes prior to the scheduled shift, though this may vary from facility to facility. In order to have an effective briefing, the WS/SC needs to begin preparation well before the scheduled time in order to effectively evaluate and obtain the necessary information for crew relief. As a vital process in effective crew resource management, the pre-duty familiarization briefing sets the tone for the crew to operate in. Items to review prior to the pre-duty familiarization briefing (but not limited to) are:

- Daily Read File – Look for new items, especially those that will affect the shift, or future shifts. Examples could be new procedures that will require training, upcoming briefings or appointments, and special operations being conducted on the airfield.

- AF Form 3624, *Equipment Outage Log* – Equipment repairs are a constant in ATC. Identify what is broken in the facility and what has been returned to service since the last shift. This will have a direct impact on how positions are assigned and from where they are worked.

- AF Form 3616, *Daily Record of Facility Operations* – Review the previous shifts entries. This may require looking at the log from the previous day. Check for significant events that may be ongoing or

will have an impact on the shift. Examples may include an aircraft incident, personnel unavailable for the shift, scheduled tours, or special coordination for operations on the airfield.

- ✈ Remote Status Indicators (RSI's) and Equipment Status Indicators – Equipment indicators provide the WS/SC a snapshot of how equipment is operating just prior to the shift. If a cautionary or warning fault is appearing, consult with the current WS/SC on the maintenance status of the equipment.

- ✈ Traffic – Refer to aircraft operations conducted prior to the shift. Obtain information on departures, arrivals and overflights scheduled. Current and future traffic loads have a direct impact on how positions are assigned, particularly with trainees.

- ✈ Runway/Airspace in Use – Verify the runway in use and what airspace is active and inactive. This information can be located on status boards, read files, or contained in NOTAMs and airfield advisories.

- ✈ Special Operations – Sudden, out of the ordinary events can create havoc in crew supervision. In order to effectively schedule training, appointments, and meals, proposed special operations need to be annotated for the crew briefing. Examples of special operations include parachute operations, refueling, flight check, and or night vision goggle operations.

- ✈ Weather Data – Obtain current and forecast weather, weather advisories or warnings, and any significant weather messages (SIGMETs, CWAs, etc.). Be alert to the fact that certain weather conditions could degrade ATC equipment capabilities, or cause facility evaluation.

- ✈ Pertinent Airfield Conditions and Activities – It is imperative to know what is happening on the airfield. Obtain the status of any construction projects, snow removal activities, mowers, sweepers, vehicles on the runway, etc. Attempt to confirm the duration of the activity to facilitate training and scheduling activities on the crew.

- ✈ Staffing – Obtain the status of floaters, training being conducted, certifications in progress, and any other situation that would effect crew manning and position assignment. Compare the duty schedule with crewmembers ready for duty. Account for all controllers.

- ✈ Verbal Briefing – Ensure the WS/SC being relieved provides a concise and accurate briefing to validate all the information obtained. If specific tasks or duties (clean-up, strip-marking, etc.) need to be completed prior to relief, inform the WS/SC.

Providing a pre-duty familiarization briefing is just as important as obtaining one. As the off-going supervisor, ensure not to create distractions for on-coming staff. Provide accurate information derived form facility status boards, NOTAM boards, and facility logs and files. While conducting a verbal briefing, allow time for the on-coming supervisor to obtain a visual observation of aircraft activities, schedules, logs, and facility status. Insist that controllers being relieved provide a detailed position relief briefing, and do not breeze over required information. Properly conducted briefings are a reflection on the professionalism of the crew, supervisor, and facility.

Once all pertinent information has been obtained, conduct the pre-duty familiarization briefing. The briefing should be professional and inclusive. As individual controllers arrive for the briefing, greet each one and set them at ease. Allow a crewmember to relay any information new in the facility read file (RIF; Read and Initial File). Hand out any pertinent materials and afford some time for review in case it may be urgent. Relay all information obtained from the control facility, allowing for controllers to ask any pertinent questions. Discuss training events and appointments for the shift, with emphasis on the mission

first. Finally, assign positions based on traffic, equipment status, and the capabilities of each controller. Wherever possible, pre-duty familiarization briefings should be conducted outside the control tower/radar facility.

Facility Relief Procedures

Crew relief standards are established by the CCTLR for the control facility, and usually documented in a facility OI. The off-going crew should be relieved based on the complexity of the operation. If operations are high, relieve by individual positions, or perhaps by sectors. At other times, it may be appropriate to relieve an entire facility at once. Normally, it is much more effective to relieve the facility by position, in a "staggered" format. This presents the least disruption, keeping in mind that the goal is to continue ATC services without interruption or confusion. Supervisors must lead the relief effort in order to observe the changeover. Trainee controllers will not normally participate in crew-change/position relief procedures until the WS/SC has determined the trainee has reached an appropriate level of competency. Noise levels must be kept at a minimum so as not to disturb other crewmembers completing equipment checklists or controlling aircraft.

The use of relief checklists ensures a comprehensive briefing is conducted by the off-going crewmember. Supervisors must ensure checklist items are not skipped and that each on-going controller is fully aware of the operations being conducted in the position. Remember to ensure that each controller signs on when assuming responsibility for the position. It is not necessary for all the crewmembers to be signed on at the same time. Times annotated on AF Form 3616 indicate when the WS assumes responsibility for the facility.

CCTLRs may permit consolidation of positions and the performance of more than one function by controllers during periods of light activity and when safety of flight is not involved. Procedures for consolidation and re-opening of operating positions shall be defined by the CCTLR in a facility directive. Personnel may be released from scheduled duty to attend official functions, augment busier shifts, attend training/school functions, attend to personal matters, or to be afforded compensatory off-duty time only if the volume of traffic will permit such release from duty. Never go below minimum manning requirements set by the CCTLR and outlined in AFI 13-203. WS/SC's are responsible for knowing the location of all controllers to ensure their operational availability. They are also responsible for ensuring breaks are applied in such a manner as to maximize the usage of personnel and to promote the efficiency of the agency. Note all controller absences on AF Form 3616.

Supervision on the Operations Floor

Activities on the operations floor vary in nature and challenge the WS on a constant basis. Aside from the supervisory interaction required for facility stability, supervisors frequently act as a coordinator, mediator, motivator, and parent. A supervisor is required to maintain a high level of positional awareness, not only aircraft operations awareness, but also individual awareness. The supervisor must listen to the verbal warnings of imminent situations, and sense the unspoken attitudes and behaviors of each crewmember.

A key to effective ATC supervision is to enhance the day to day redundant activities by empowering each controller on the crew to accomplish their mission. Empowerment of personnel builds trust between the supervisor and controllers and between controllers themselves. It allows people to grow by accepting responsibility while sharing authority. The side benefit of controller empowerment is the eagerness to improve individual work processes.

When conflict arises on the operations floor, the supervisor must ensure not to take sides and confront the root problem creating the situation. Often, conflict in ATC stems from personal conflicts or unusual

behavior of an individual or group. The supervisor may have to insert him/herself into the lives of crewmembers. Personal problems are commonplace in any organization. As the supervisor, first defuse the immediate situation, research why it happened, and discuss options with each controller involved.

Newcomer Orientation Briefing Procedures

The immediate supervisor is usually the first individual a new trainee or controller meets at a control facility, whether as a reporting official or the WS. Supervisors should develop a comprehensive checklist to be used when briefing new personnel. It should meet the needs of the individual, the facility, and the base (refer to Figure 5-1). The briefing should assist the newcomer in transitioning into the new working environment by outlining procedures, establishing ground rules, and soliciting expectations.

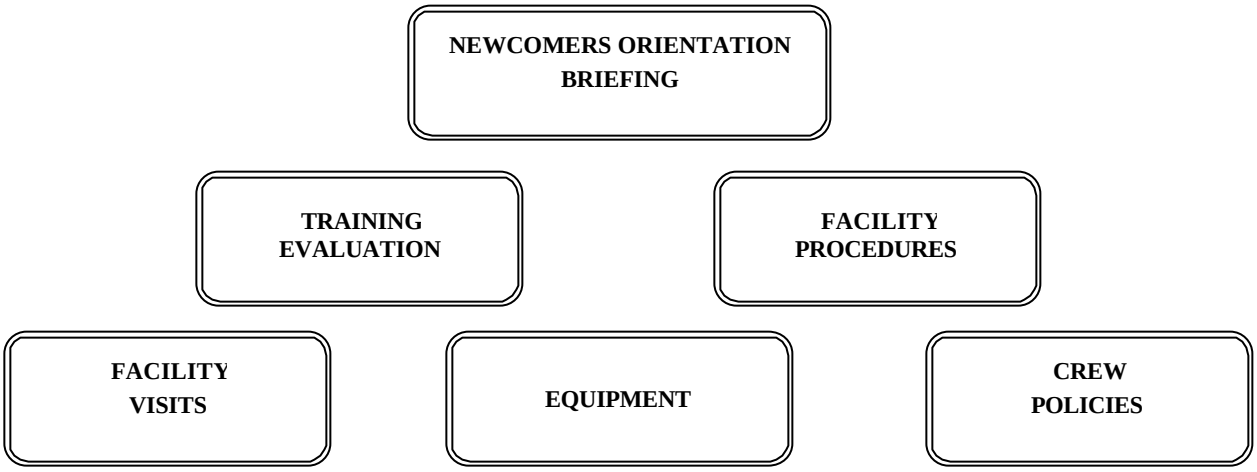


Figure 5-1

When beginning the briefing, put the individual at ease and get to know them. Show a genuine interest in the background of the individual and what the individual expects to learn and contribute to the control facility. Talk about hobbies and interests and interject local areas where they may be performed. Explain how a positive attitude will result in a successful tour of duty and how teamwork is the key to effectiveness. Obtain whether the individual has family members with them or if they will arrive later. Offer any assistance necessary to streamline base in-processing and settling into the community.

Even prior to formal briefings with senior leadership, escort the newcomer around to meet, at a minimum, the flight commander (and deputy), CCTLR, CATCT, CSE, shift supervisor (if different), and as many coworkers as possible. Show the new controller around the facility, familiarize them with the key locations on the base, and discuss their in-processing schedule to determine work availability.

Prior to the individual starting a routine work schedule, review their AF Form 623 with emphasis on the inside jacket cover and items listed on AF Form 3622, Air Traffic Control/Weather Certification and Rating Record. Evaluate prior ratings and training classes to determine the experience level of the individual. As soon as the newcomer can enter the work schedule, begin more in depth briefings on training, facility operations, equipment, and crew and facility policies and procedures.

A primary concern of new personnel in a control facility is what type and degree of training it will take to become a productive member of the workforce. The initial training evaluation sets the tone for the individual, and becomes the first impression of facility training and operations. Begin by briefly

discussing the Controller Development Program and how it is implemented in the control facility. Show the individual the location of the training library and introduce him/her to their trainers (if different than the supervisor). If the individual is an apprentice controller, discuss the contents of AF Form 623 and allow the person to read the Career Field Education and Training Plan (CFETP) for air traffic control. Allow the newcomer to ask as many questions as necessary to feel at ease with the training program (refer to Figure 5-2). Do not set a time limit on the evaluation, although do not allow the conversation to stray from facility training and evaluation.

In the event any conflicts or disagreements should arise, it is important to detail the duties and responsibilities of the individual entering training as well as the trainer. Once the training evaluation is complete, document it on an AF Form 623a (or suitable substitute) and retain it in the individual's records until facility rated.

TRAINING QUESTION	POSSIBLE RESPONSE
How will training be conducted?	Job knowledge will be gained by completing position certification guides, CDCs (if applicable), and self-study exercises and reading. Task proficiency will be gained by performing ATC tasks on a routine basis, simulated and live, under the supervision of a certified trainer.
Where will training be conducted?	ATC training will occur in the control facility, training room, CATCT office, and simulator room. Other training may require appointments to other areas. Learning should be accomplished at the workplace and at home until training is complete.
When will training be conducted?	Training is normally accomplished during the duty shift. Readings may need to be completed at home.
What is the estimated duration of training?	It normally takes, on average, eight months to become a qualified controller. Remember that training never ends in ATC operations…it only evolves.
How will performance/knowledge be evaluated?	Each controller takes a monthly proficiency test. Block tests are administered throughout each position certification guide. Performance and written tests are administered for each position certification. Formal written evaluations are completed at least every 15 days.

Figure 5-2

- Trainee Responsibilities

  - Obtain and maintain a facility rating and skill level.
  - Become a productive member of the facility. Learn, study, and develop job knowledge.
  - Understand their role in accomplishing the AF mission.
  - Budget on and off duty time to complete assigned training tasks.
  - Advise the trainer when problems arise and provide feedback on training received.
  - Seek assistance when having difficulty with training.

- Trainer Responsibilities

  - Ensure the trainee is trained to do the job according to established standards.
  - Ensure trainee is entered into required qualification and skill level training.
  - Ensure Air Force and career qualifications are being met.
  - Conduct evaluations and document training records.
  - Counsel trainee on duty position responsibilities.
  - Plan, schedule, and adjust training plan in order to accomplish training.
  - Advise trainee of self-training requirements.
  - Schedule periodic evaluations for position and task certifications.
  - Integrate training with day-to-day facility operations.

Facility procedures are normally covered in the CCTLR orientation briefing. The supervisor is responsible to ensure the newcomer understands how the facility operates and observe the person until a routine is established. Examples of facility procedures include uniform requirements, duty schedule, important phone numbers (recall roster), and safety issues such as local weather and facility evacuation. Not communicating with the individual on important everyday issues will set the person up for failure. The safety and livelihood of the new controller is dependent on the information he/she receives.

Ensure the new controller is familiarized with all equipment he/she may encounter. It is important to know the location of any specialized equipment such as fire extinguishers and emergency generators, as well as any high powered equipment that has unique safety requirements. Show the person the location of specialized safety equipment such as earplugs, work gloves, and goggles and foot guards (yard maintenance).

One of the most important briefings is on crew policies and how the specific assigned crew operates on a daily basis. This gives the individual a sense of what to expect during a shift and where he/she fits into the grand scheme of operations. Ensure the newcomer is aware of all the rules of engagement such as policies regarding time off (sports, education, and compensatory time), staffing (leave policy, schedule, and appointments), pre/post-duty briefings, and position assignments. Reiterate Air Force customs and courtesies such as uniform wear (ribbons versus no ribbons on the blue uniform), terms of address (initials, first name, rank), and what to do and not do during off duty time.

When the new controller has settled in to the work environment, provide him/her the opportunity to visit facilities that have a direct impact on facility operations. This process is usually outlined in a facility directive or provided by briefings given by ATC leadership (CATCT). By allowing them to interact with other agencies, new personnel will see the ATC big picture quicker, and probably decrease training time. When possible, it is important for the supervisor to accompany the newcomer. This creates the necessary link to ATC operations that would otherwise be lost unless the newcomer has vast experience.

Personnel Safety Procedures

The WS/SC is responsible for the safety and health of the personnel and the protection of property under their control. The supervisor has the responsibility to report unsafe conditions and observe all safety and health requirements. Unsafe conditions should be reported to designated safety representatives and the CCTLR. If appropriate, submit a work order to have the discrepancy corrected. Provide personnel with basic safety briefings on potential risks within the facility (i.e. tripping hazards, electrical concerns, etc.) and provide safety briefings before personnel depart for leaves, long weekends, etc.

Controller Recall Procedures

A recall is a unit's ability to support the Air Force mission at any time. The ability to recall controllers on a moment's notice provides Air Force and base leadership the capability to support real world disasters and contingencies. In order to provide snapshots of how many personnel are available on a particular day, exercise recalls are utilized. Procedures are usually established by the squadron or AOF commander, and usually mirror the process utilized by the base or wing. Recall reporting is normally completed in one of three formats:

- Telephone Standby – This process may not necessarily always be associated with recall procedures. It involves placing personnel on telephone standby in anticipation of a recall. For example, during the Missouri floods, base personnel were placed on telephone standby in the event they were needed for relief efforts. Telephone standby means that personnel identify where they are so that if a recall is initiated, they can be contacted.

- Telephone Recall – This form of recall is generally for accounting purposes. All personnel are attempted contact and the results of whether they were spoken to or not are recorded. This process is utilized to test the effectiveness of the recall chain. Final numbers are passed up the reporting chain to provide senior leadership an idea of unit and wing responsiveness. At times, personnel may be placed on telephone standby as part of the telephone recall process.

- Reporting Recall – Personnel are notified and required to report to their duty section for further instructions as soon as possible. This normally infers that most pre-work habits such as showering, shaving, etc. are not conducted. Put the uniform on and report to the duty section.

A recall roster is a simple pyramid-calling process. It normally starts with the AOF/CC, who in turn notifies the respective CCTLRs. CCTLRs will notify the next group of controllers who, in turn, continue the notification chain until all personnel have been contacted or accounted for. Most recall rosters will include phone numbers and addresses so that personnel can be notified either by phone or by physically going to the house. Recall rosters should be distributed to new personnel as they arrive. It is everyone's responsibility to participate in this process.

DNIC Procedures

Everyone must know his or her limitations. Controllers must be especially aware of their capabilities. Mission accomplishment, lives, and equipment sustainability depend on it. AFI 13-203 establishes guidelines for all controllers to follow reference duty limitations and capabilities. For example, controllers are restricted from taking most medications, drinking alcohol, and donating blood before reporting for duty. This should not distract an individual from going to flight medicine if they feel sick or encumbered from performing ATC duties. If a controller needs to see the flight surgeon, and medication is prescribed, the controller will probably go DNIC (Duty Not Involving Controlling). Unlike civilians, military personnel are required to see a doctor when they feel ill, they just can't call in sick to work.

As a supervisor, it is important to maintain a situational awareness of individuals who feel sick and send them to the flight surgeons office to be seen so as not to infect the entire crew. Individuals on DNIC status cannot perform any control function to include signing on to any control position. This can have a direct impact on crew scheduling and manning. The flight surgeons office will accomplish an AF Form 1042, *Medical Recommendations for Flying or Special Operational Duty,* when placing personnel on DNIC or DNIC with quarters. This information will be forwarded to the unit. Supervisors should notify the CCTLR and/or WS/SC since they are often the last to know of a controller on DNIC status. Once the controller is back on flying status, flight medicine will issue another AF Form 1042 to certify medical qualifications.

Controller Proficiency Procedures

As in any aerospace occupation, proficiency is the key to operational effectiveness. Controllers are bound by strict proficiency and currency requirements, and may lose their privilege to control traffic if both are not met. Proficiency is the ability to perform at or above established standards outlined in facility position certification guides. It entails both knowledge and performance requirements. The CCTLR establishes a program to ensure controllers are maintaining proficiency in the facility. It usually entails specific position time for each controller and completion of a proficiency test. If neither are met, the CCTLR may require an individual to have a special evaluation conducted.

The WS/SC is responsible for monitoring the proficiency of each controller on the crew. If facility proficiency is not met, wing and Air Force mission capability is degraded. The quality of position time is paramount when ensuring a controller is maintaining proficiency. A period of no traffic, or signing on a position that is anticipated no traffic is an unethical manner to apply an ATC proficiency program. Performance proficiency must match the same traffic level requirements outlined in the respective PCG. A controller may work in a position for 25 hours during a specific week and only receive 3 hours of proficiency. The same controller may work 10 hours in every position in a facility and receive no proficiency.

Currency occurs when an individual is awarded a facility rating. For example, an individual who receives a CTO rating is considered current in that facility. When the same controller moves to a new geographical location and his or her ratings are canceled, they have lost their currency. Currency cannot be lost due to lack of position time.

WRITTEN REVIEW EXERCISES

1. List the primary duty of an air traffic control watch supervisor.

_____
_____

2. Name three requirements that must be fulfilled prior to becoming a watch supervisor.

_____
_____
_____

3. List four topics discussed during pre-duty familiarization briefings in your facility and describe their impact on daily operations.

_____
_____

_____
_____

_____
_____

_____
_____

4. T or F. (circle one). The off-going watch supervisor has no responsibility to provide information to the on-coming watch supervisor for pre-duty familiarization.

5. The _____ is responsible for establishing crew relief procedures.

6. What type of crew relief presents the least disruption to facility operations and position briefings?

_____

7. T or F. (circle one). It is necessary to make an annotation on AF Form 3616 when a controller has to report to a dental appointment during duty hours.

8. List two benefits of empowering controllers to do their job.

_____
_____

_____
_____

9. How does a watch supervisor resolve personal conflict on the crew?

_____
_____
_____
_____

10. List and briefly explain five elements of an initial newcomers briefing.

_____
_____

_____
_____

_____
_____

_____
_____

_____
_____

11. The _____ is responsible for obtaining and maintaining a facility rating.

12. Name three types of air traffic controller recall procedures.

_____ _____ _____

13. When placed in a DNIC status, flight medicine will issue a _____.

14. When is position time considered proficiency time?

_____
_____
_____

15. What is the difference between currency and proficiency?

_____
_____
_____
_____

PRACTICAL REVIEW EXERCISE

1. With the assistance of the trainer, conduct as many crew relief briefings as necessary to master the skill. The trainer should assume the additional role of mentor and allow the trainee to learn how to complete this task.

2. Review the newcomer orientation program for the ATC facility. Prepare a report listing recommendations for improvement and submit it to the trainer for discussion. Conduct a newcomer briefing with a new trainee and a prior rated trainee. If no trainees are available, use a rated controller. The trainer should observe this exercise and provide a debriefing for the trainee.

3. Develop a recall roster and recall checklist that could be presented to the facility CCTLR. Take into consideration a logical flow of personnel notification. Present this information to the trainer with an explanation of the steps taken to accomplish the task. Maintain this project until award of 7-skill level.

SECTION SIX

CREW RESOURCE MANAGEMENT

One of the most fundamental safeguards against human error accidents is the well-trained, well-supported, well-motivated professional. The safe operation of the military's ATC system begins and ends with the air traffic controller. All the safety efforts of others get funneled through the air traffic controller; and if the air traffic controller fails, the system fails. It is simple – and as complex – as that. The goal of an ATC CRM program is to prevent aviation accidents by improving crew performance through better coordination.

Objectives

Prior to beginning this unit, the supervisor trainee should review AT-M-06A, *Crew Resource Management, Basic Concepts.* This document provides the trainee with a foundation to transition from foundation principles to more supervisory application. To complete this section of instruction, the following objectives must be completed with minimal assistance. The trainee should become familiar with basic CRM principles as well as ways to implement and monitor CRM effectiveness. Recommended completion time for this section of instruction is 15 days or 30 hours.

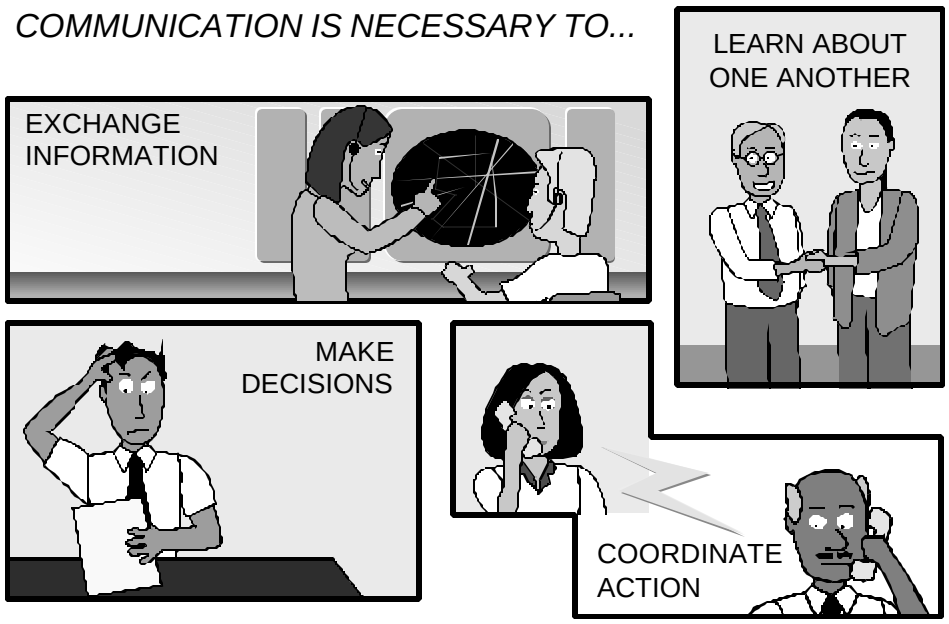
Task	References	Objective
4a External Factors Affecting Crew Performance	AT-M-06A; AT-M-03	Explain four external human factor issues affecting crew communication and performance. Identify each external factor in the facility environment.
4b Information Flow Factors Affecting Crew Performance	AT-M-06A; AT-M-03	Explain the concept of information flow in facility operations and it's negative and positive impact on crew and facility performance. Identify effective and ineffective information flow processes in the facility.
4c Internal Factors Affecting Crew Performance	AT-M-06A; AT-M-03	Explain eight internal human factor issues affecting crew performance. Identify each factor in the facility.
4d Foundations of CRM Training	AFI 11-290; AT-M-06A; AT-M-03	Explain how mission, teamwork, and resource utilization, affect CRM training. Define each type of CRM practice settings used in crew training. Demonstrate the ability to establish and implement a CRM training exercise.

Supervisory Application

One major and pervasive compromise to operational effectiveness and ATC safety comes from authoritarian controllers, trainers, and watch supervisors who will not consider other opinions. This attitude has led to much controller ineffectiveness and usually results in crew contention and individuals taking sides. Watch supervisors need not relinquish authority when line controllers voice concerns. Trainers are not less effective when trainees become involved in the learning process. Controllers do not lose their professionalism when others provide input. Total crew performance and decision-making processes are enhanced when the talents, experience, and assets of an entire crew are used.

At times, air traffic control crewmembers fail to question others because they are hesitant to point out incompetent behavior or to embarrass other controllers on the crew. Some controllers hesitate to speak up because they perceive the watch supervisor as being too powerful and/or intimidating. And, sometimes, the status structure of the IFR Room or control tower may prevent a controller from speaking up. The watch supervisor has the authority in the control facility and responsibility for all controller operations. People are normally hesitant to question those who have higher status.

The key to maintaining effective supervisory situational awareness is communication (refer to Figure 6-1). Listen and learn how each controller on the crew reacts to situations. Watch the information flow between controllers and other facilities. Ensure it is accurate and necessary. Discourage unnecessary conversations that do not relate to ATC operations. When situational awareness begins to degrade, ask questions and make decisions to reestablish it. If left uncorrected, it will compound and will ultimately lead to a safety violation. Until becoming a WS/SC, the primary focus of a controller is on the individual position, with some limited view of the positions around it. Becoming a supervisor changes the focus. A supervisor must be aware of every position and how each is working with the other.



MAINTAIN SITUATIONAL AWARENESS

Figure 6-1

There are three major factors affecting the efficiency of CRM in crew performance:

- External Factors
- Information Flow
- Internal Factors

External Factors

The most important aspect of CRM is interpersonal communications. It is through communication that ATC procedures are conducted, and it is the responsibility of all crewmembers to communicate effectively. External factors that influence interpersonal communications are demographic in nature (refer to Figure 6-2). They include how controllers perceive each other with respect to prejudice. "He's too **old** to handle all this information, we'll take care of that." "She always has to be told twice, **women** are just that way." "That guy's **newly rated**, only communicate with him when you have to or the whole scenario will fail."

Supervisors must be sensitive of this type of control behavior. Informal assumptions of how others perform due to external factors can cause breaks in communications. Conducting effective pre-duty and post-duty briefings will allow each individual to become more familiar with one another. When breaches

in communication occur, it is imperative to discuss the situation with the crew, discover the root problem, and allow the entire crew to learn and grow from the experience.

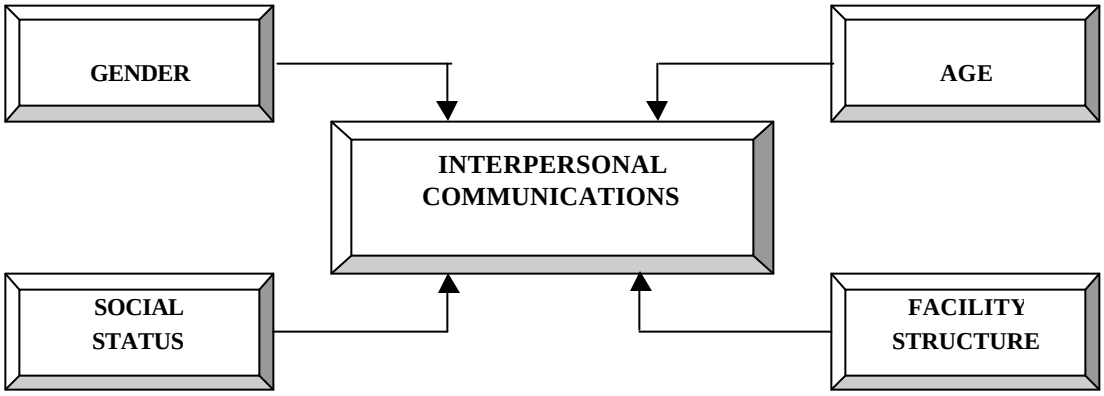


Figure 6-2

Information Flow

Crew performance is greatly affected by information flow. There is an art to using the correct words when communicating in air traffic control. Effective aviation phraseology combines brevity with the transfer of complete and correct information. Good communication means more than speaking clearly with proper phraseology. It also means ensuring that the other person understands what is being said.

One of the most significant variables relevant to controller performance is the information flow within the air traffic facility and between the air traffic facility and other agencies (i.e., Base Ops, FAA TRACON, FAA Center, Command Post, and Weather). The effective transfer of information is a complex process, and requires that information be conveyed when needed, transferred clearly, attended to, understood and acknowledged by the receiver, and clarified if needed. There are numerous opportunities for breakdown in this process. A six-year study of aviation accident records revealed that crew coordination failures directly contributed to 147 aviation fatalities. Analysis of these accidents revealed that 41 percent of the crew coordination errors related to a breakdown of communications between crewmembers. Though the study was conducted within the pilot community, the analysis exemplified the same breakdowns in communications experienced in the ATC environment.

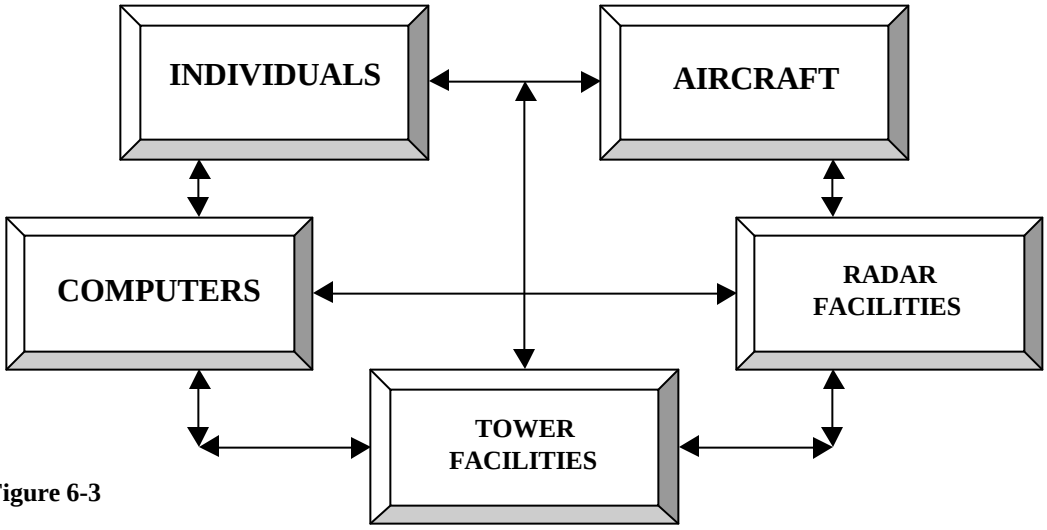


Figure 6-3

The effective transfer of information is a complex process. Though long detailed transmissions ensure other controllers receive necessary information, these monologues also tie up the frequency and/or intercom. For example, if another controller is working five airplanes and needs to issue timely control instructions, he can't do it until you release the microphone button. This delay may affect the safety of other airplanes. Transmissions that are too brief usually result in the other controller or pilot asking for more detail. When this happens, it defeats the point of being brief.

A study conducted by the NTSB of accidents and incidents involving communications suggests a number of generalities. Crews, who communicate more often, perform better than crews who communicate less often. Crews who relay more flight information between controllers and pilots perform better than crews who deliver less. And, crews who frequently acknowledge commands, inquiries, and observations make fewer mistakes.

Internal Factors

Many internal factors influence the application of CRM in an ATC facility. CRM communication training is dedicated to addressing this challenge. By illustrating examples of good and bad communication behaviors, controllers will take a closer look at individual communication styles and habits. Whether an individual is a line controller, watch supervisor, or chief controller in a tower or radar facility, controlling capability is directly related to the individual's ability to communicate ATC instructions in an effective and timely manner.

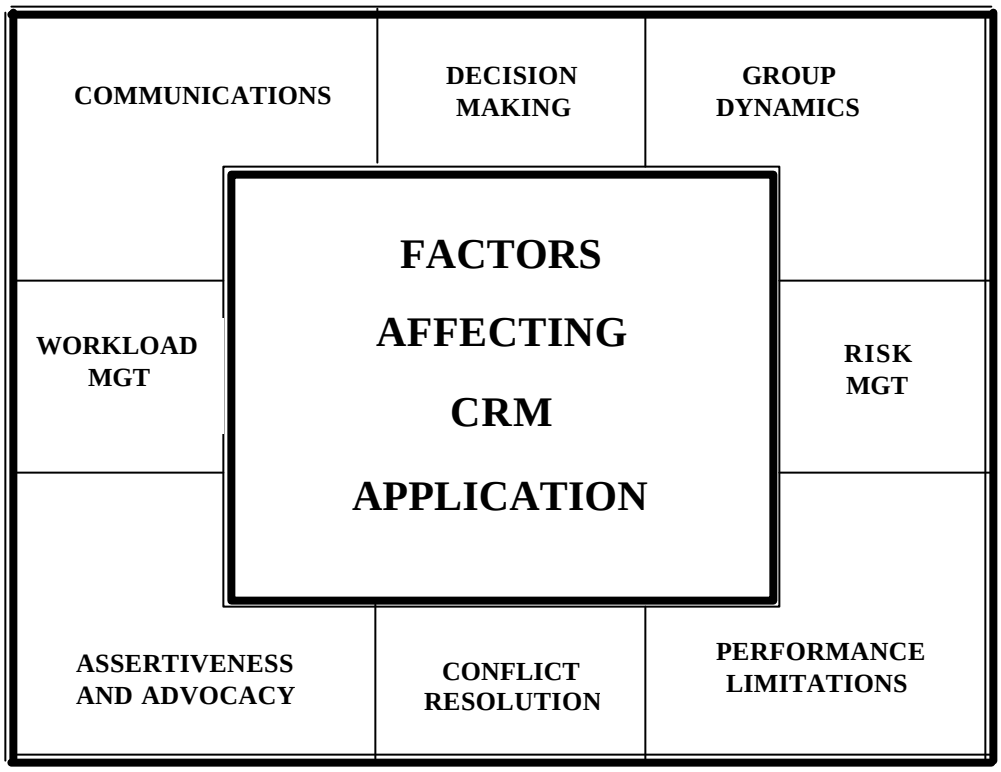


Figure 6-4

The concept of group dynamics and team concepts has gained more attention in ATC as automation has replaced many of the mechanical reasons for aircraft accidents. Many questions are being asked such as why (not how) a properly qualified, highly trained, medically fit professional failed to perform a task as

expected. Is the group at fault, or the individual? How does a career totally dependent on highly technically, skilled individuals, infuse liberal behaviors such as team building into the work environment? The solutions are endless though basic principles apply that are inherent in the process.

If each individual in a control facility advocates his or her respective position properly, conflict is inevitable. Therefore, an effective process is needed to resolve those conflicts. Conflicts are not necessarily bad as long as they arise over issues within the control area. They become destructive when issues from outside the control area are brought into the disagreement such as taking sides on management policies, personality factors, personal weaknesses, social status, and so on. It can also be destructive when the argument is over who is right rather than what is right. Such arguments can have a serious effect on the quality of the decisions made because they focus attention on irrelevant issues. Conflict can be very constructive if it is handled properly.

Effective advocacy is an important part of the communication process in a control facility, though the most difficult to perform. From a controller perspective, it is every controller's obligation to speak out in support of a course of action different than that planned or being followed? It involves listening to points of view that may be contradictory to yours. It equates to teamwork, allowing every person in the control facility an opinion.

Workload management forces controllers to think about their capabilities and the capabilities of other individuals in their working environment. Many are able to maintain a high level of proficiency in various operating positions during a variety of conditions (VFR/IFR/complex/night ops/etc.). This usually includes journeyman controllers whose primary duties are to control traffic and train. However, some personnel (watch supervisors and facility managers) may find themselves lacking the proficiency necessary to be truly effective in specific operating positions or during complex conditions.

Proper task prioritization increases situational awareness, and allows the controller to perform optimally in all settings. Prioritizing actions, distributing workload, and managing unexpected events are some elements involved in workload management.

Recognizing performance limitations decreases the potential danger of aircraft incidents and accidents while alerting the controller that proficiency or retraining in a particular position may be necessary. Contrary to the training a controller receives or human nature in general, it is vital that controllers admit and accept controlling limitations. Facility managers and supervisors must be alert to the abilities of each controller (to include themselves) and be proactive about position assignments during periods of intense workload. Controllers working in situations that exceed their operational capabilities violate moral and ethical reasoning because the likelihood of an aircraft mishap is increased, putting others—pilots and controllers alike—in jeopardy.

Workload management training assists controllers in prioritizing duties and responsibilities while in the control facility. By assessing the extent to which the watch supervisor and controller interact as a team, workload management training guides personnel on ways to avoid distractions from essential activities, distribute and manage workload, and avoid individual task overload. Errors relating to prioritizing actions and distributing workload account for many crew coordination errors since many aviation accidents and incidents occur during periods of high workload.

As workload increases, situational awareness decreases. When situational awareness lessens, a controller will struggle to perform in accordance with facility standards. In order to survive in this environment, individuals naturally lower standards, first allowing minor errors which later leads to erratic decisions. These are indicators of a controller becoming overloaded. Minor errors could be, but are not limited to, difficulty with control instructions, uncertainty or indecision, loss of a normal scan pattern, fixation,

temporal distortion (no sense of time or space), and difficulty in communicating. As minor errors compound, erratic performance such as mixing call signs, tuning out other controllers and supervisors, and breaking separation occurs.

The ability to make a correct decision in a safe and timely manner depends on getting appropriate information quickly, accurately assessing the information, judging the probability of events, and assessing risk based on the three previous elements. This process must sometimes occur in seconds. Accident data suggests that most mishaps result from a series of poor decisions, known as the poor judgment chain. One erroneous decision increases the probability of another and as the poor judgment chain grows, time becomes the force that increases the probability of an accident.

Risk management is an orderly, progressive way of viewing a very complex situation. It helps individuals make appropriate decisions in order to accomplish the mission safely. Risk management is not limited to pre-duty planning or formal leadership positions. Although leaders (watch supervisors) are responsible and accountable for running their shifts and crews, safe mission accomplishment depends on individual crewmembers accepting responsibility for risks associated with threats to ATC at their particular level and operating position. An organization can only control traffic as safely and efficiently as possible when every individual crewmember makes proper decisions to manage risks as they occur during the shift.

Foundations of CRM Training

Mission Concepts

CRM training is based on awareness that a high degree of technical proficiency must underlie effective crew coordination. CRM is not a replacement for controller skill. Demonstrated mastery of CRM concepts does not compensate for a lack of technical proficiency; both types of skills are needed for safe control. Skills obtained in CRM training are integrated with traditional controlling skills, enlightening individuals to work as a team to solve problems. Experience has shown that lasting behavior changes in any environment cannot be achieved in a short period, even if training is well designed. Consequently, CATCTs and crewmembers must realize that achieving lasting behavior changes takes time and reinforcement.

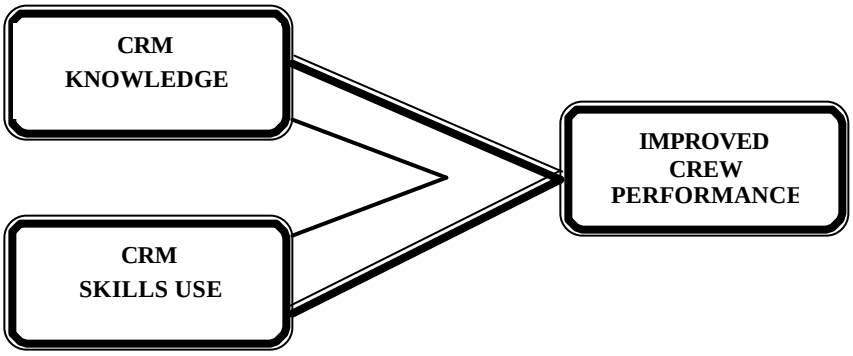


Figure 6-5

Teamwork

While there are various useful methods involved in today's CRM training, certain essentials are universal. CRM training focuses on the functioning of crewmembers as a team, not as individuals. CRM training provides participants with both intellectual skills and factual information about CRM, as well as

opportunities to use and practice these skills. A variety of training methods—lecture, training tapes, seminars, demonstrations, role-playing, and simulation enhance learning and sustain participants interest.

Resource Utilization

CRM training requires the effective use of all available resources (refer to Figure 6-6). Each controller must be aware that they are the principle resource and confidant that other resources are up-to-date and functioning properly. The capability of each resource is interdependent on the others. Without each component, CRM training would be incomplete. For example, conducting training scenarios on crew coordination requires the physical intercom equipment, at least two controllers, and the applicable regulations regarding intrafacility communications. Training conducted without each resource is less effective.

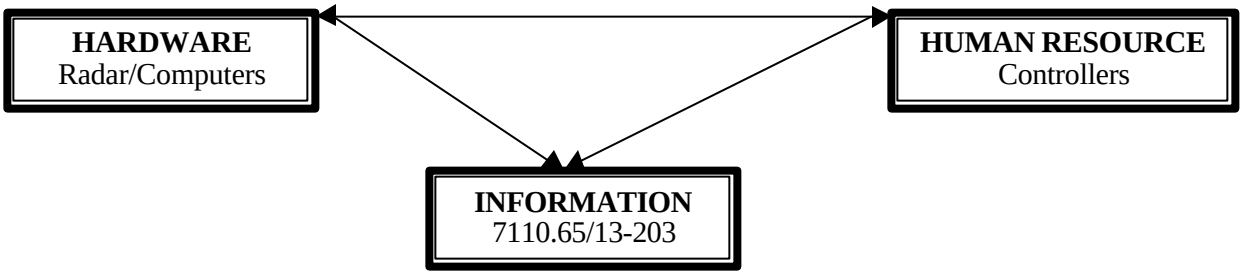


Figure 6-6

Practice Settings

Crew resource management training provides opportunities for crewmembers to hone skills needed to be effective team leaders and team members. CRM training exercises allow all crewmembers to function in the same roles they normally perform while controlling aircraft. These controllers are conducting normal routine activities using active learning and listening methods, rather than **passive** learning and listening.

Crew self-critique is a useful tool for training communication and decision-making behaviors. Self-critique addresses decisions and actions taken by team members. Often referred to as a crew debrief, the self-critique method of crew resource management does more than re-evaluate the actions taken during a specific event. When conducted correctly, it reinforces the value of review and feedback and focuses on the decision-making capabilities of all the controllers. To be an effective training tool, each crewmember must be able to recognize good and bad communications and decision-making skills, as well as effective and ineffective team behavior.

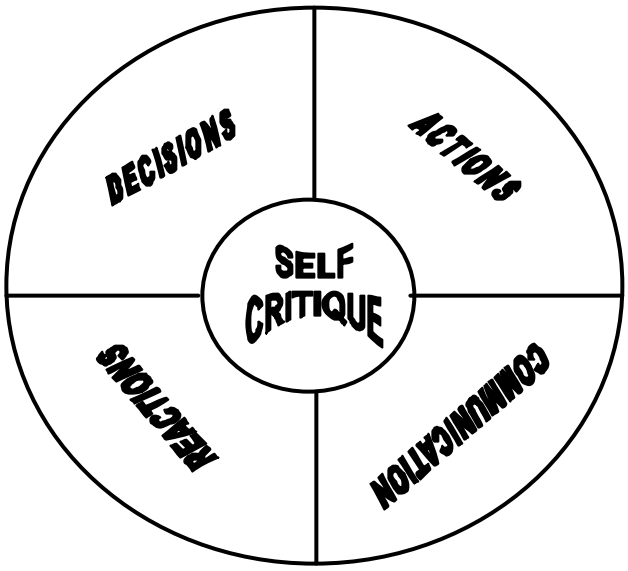


Figure 6-7

Communications and decision making may also be addressed and trained upon through conflict resolution. Controller differences in thoughts, feelings, opinions, values, or actions, whether real or perceived, may lead to problems. In fact, conflict and discord can emerge in nearly any situation. A supervisor must realize that conflict is not necessarily negative or destructive. Much depends on how the conflict is handled. It can very well be turned into a training situation.

Conflict can be extremely negative if there is no mechanism in place to deal constructively with it. When conflict is not exposed and discussed, performance suffers. On the other hand, a well-managed conflict may develop into a valuable comparison of viewpoints. That collaborative process may, in turn, lead to a more thorough understanding and better solutions. Conflict resolution may open the way to understanding and respect that strengthens the crew as a team. The goal of utilizing conflict resolution as a training medium is to demonstrate effective techniques of seeking and evaluating information.

Decision-making is a topic that, at first glance, seems to be an individual matter. The watch supervisor is the final authority and is the one responsible for operational decisions. However, crew decision making is a group process that works best when it is the sum of many parts. There are innumerable resources available when making decisions. Limiting decision making to one individual lessons the scope of these resources and is more prone to falter.

Learning to make good decisions can be attained through experience. However, crew decision-making skills can be sharpened through training. Decision-making processes are dependent on the type of situation to be confronted. Situations may require two different decision-making skills:

- Intuitive – based on gut reaction, past experience, and training
- Analytical – more deliberate; uses available resources in a systematic manner

Intuitive decision-making only involves the individual. It is most exemplified during very busy periods of traffic when snap decisions are required. Intuitive thinking has a direct correlation with the maturity and experience level of the individual. Seasoned controllers with greater experience in the facility will usually make a better intuitive decision than younger, more inexperienced individuals.

The analytical decision making process involves more resources in the decision making process. The entire crew is allowed participation in the event that serves as an effective training tool to build intuitive skills of individuals. The decision making process consists of five steps:

- Identifying the problem or confrontation
- Gathering information to assess the situation
- Identifying and evaluating alternative solutions
- Implementing a decision
- Reviewing the consequences of the decision

The entire process can take several minutes, or several days, dependent on the goals of the supervisor. As a training tool, analytical decision making can focus on long term problems that would otherwise be set by the wayside. For example, deciding on how the entire crew will handle specific operations benefits the group in many ways. First, communication processes are established and discussed. Standardizing

methodology for handling certain aircraft operations allows less involved crewmembers the ability to anticipate how situations will be controlled. Thus, the supervisor is able to inject his/her intuitive skills into the learning event, which ultimately provides mentor-ship to younger controllers.

Communication and decision-making training should show the influence of biases and other internal factors on decision quality. There are benefits in providing crews with examples during training that can serve as the basis for decision making on the job.

Contrary to the opinions of some, there is such a thing as an "honest error." Humans make them all the time. Unfortunately, technology has not yet learned how to design and operate complex systems in such a way so that when these occur, incidents and accidents don't occur. Until systems are designed to manage aviation processes that can tolerate "normal errors", human error incidents and accidents will continue. This, then, is the human error challenge.

WRITTEN REVIEW EXERCISE

1. What military instruction covers Crew Resource Management in the Air Force?

_____

2. List three major factors affecting the efficiency of CRM in crew performance?

_____

3. What is the most important aspect of crew resource management?

_____

4. List two examples of external factors affecting CRM practices?

_____

5. T or F (circle one). Effective information flow is only required between controllers and pilots.

_____

6. List three internal factors affecting crew performance. Explain each briefly.

_____
_____
_____
_____
_____

7. T or F (circle one). As controller workload increases, situational awareness decreases.

8. Effective crew performance involves the continued use of three primary components. Name them.

_____
_____
_____

9. Name four necessary areas of discussion to include when conducting a crew debrief (self-critique).

_____
_____
_____
_____

10. What type of decision making process involves participation of the entire crew?

_____

PRACTICAL REVIEW EXERCISE

1. With the assistance of the trainer, prepare a written (outline form) crew debrief on an operation (s) conducted in the facility (trainer may chose the scope of the operation). Focus on controller decisions and actions, communications, and the reactions of the controllers and pilots. When completed, conduct a crew debriefing with the assistance of the supervisor.

SECTION SEVEN

ENLISTED EVALUATION SYSTEM

Successful supervisors have high expectations, both of themselves and of their subordinates. These expectations are powerful, because they are frames into which people fit reality. Effective supervisors promote individuals to achieve more than originally believed possible. Their belief creates a self-fulfilling prophecy – we do as we are expected to do. Clear goals, feedback about results versus efforts, and rewards tied to performance achievement are effective parameters towards improving duty performance. Linking performance standards directly to the success of the Air Force, individual, and unit ensures personal and mission goals are met simultaneously.

Objectives

To complete this section of instruction, the following objectives must be completed with minimal assistance from the trainer. The 7-level trainee should garner the ability to understand and demonstrate the concepts of personnel counseling, performance feedback, evaluation, and the Air Force and unit awards and decorations program. Recommended completion time for this section of instruction is 60 days or 120 hours.

Task	References	Objective
7a Performance Feedback Procedures	AFI 36-2403, Chap 2; AFPAM 36-2241, Chap 5; AFPAM 36-2627; Local Performance Feedback Guidelines.	Define performance feedback. Explain the concept of performance feedback in the United States Air Force. Describe and demonstrate how to conduct a performance feedback using AF Form 931 or 932.
7b Enlisted Performance Report (EPR) Procedures	AFI 36-2403, Chap 3 & 4; AFPAM 36-2241, Chap 5; Local EPR Guidelines	Explain the major concepts of the Enlisted Performance Reporting system in the USAF. Describe and demonstrate how to complete a performance report using AF Form 910 or 911.
7c Award and Decoration Procedures	AFI 36-2803; AFI 36-2805; Local Award and Decoration Guidelines	Define the difference between an USAF award and a decoration. Explain the USAF award and decoration process. Describe and demonstrate how to write an AF citation and narrative for the USAF Achievement Medal.
7d Personnel Counseling Procedures	AFPAM 36-2241; AFI 36-2218.	Explain the concept of counseling in the Air Force. Describe and demonstrate how to conduct a counseling session and document it using AF Form 174.

Performance Feedback

Performance feedback is a formal written communication between the ratee and rater about the ratee's responsibilities and performance. It is an integral component of the Air Force enlisted evaluation process. AFI 36-2403, *The Enlisted Evaluation System*, explains how to evaluate enlisted, active duty personnel. It tells how to prepare, process, and control all forms required to complete the evaluation process. AFI 36-2403 should be referred to each time there is a question on how to conduct a performance feedback. Air Force Noncommissioned Officers (ATC supervisors) must take an active role in the development (mentoring) of their subordinates. This requirement includes observing, counseling, and correcting individuals regarding on and off-duty performance, professional relationships, and personal appearance. This process is accomplished through the Air Force performance feedback program.

Performance feedback sessions are mandatory for all enlisted personnel. All supervisors must provide a formal feedback communication, regardless of the ratee's grade, if the ratee requests it. Performance

feedback sessions are recorded on AF Form 931, *Airman Performance Feedback Worksheet,* and AF Form 932, *NCO Performance Feedback Worksheet.* The frequency of a performance feedback is dependent on the grade and time in service of the individual, and the period of supervision (refer to Figure 7-1). Supervisors must verify that performance feedback has been completed by periodically asking each individual in the work center if a feedback is necessary.

If the ratee is	**and**	**then a feedback session is required and must be conducted**
a CMSgt or below	has not had an initial feedback session with the current rater	within 60 days of the date supervision began.
an AB, Amn, or A1C (with less than 20 months TAFMS)	has had an initial feedback session with the current rater	every 180 days until the rater writes an EPR.
an AB, Amn, or A1C (with 20 or more months TAFMS) or SrA through CMSgt	has had an initial feedback session with the current rater	midway between the time of supervision began and the planned EPR closeout date (see notes 1 & 2).
a CMSgt or below	has had an EPR written without a change of rater	within 60 days after the closeout of the EPR.
an AB through CMSgt	requests a feedback session	within 30 days of the request if at least 60 have passed since the last feedback session.
an AB through CMSgt	the rater determines there is a need for a feedback session	as the rater determines.

1. If the ratee is due an annual EPR and the period of supervision is less than 150 days, the rater conducts the feedback session approximately 60 days before the projected EPR closeout date.

2. If the ratee is getting a change of reporting official (CRO) EPR, the rater tries to hold a feedback session within 60 days, but not later than 30 days of the EPR closeout date.

Figure 7-1

As an example, a majority of new supervisors will first rate on new apprentice controllers holding the rank of Airmen. Upon assignment, it is mandatory to accomplish a performance feedback with the apprentice within 60 days of the date that supervision began. Feedback sessions must then be performed every 180 days until the apprentice controller has 20 months Total Active Federal Military Service (TAFMS). An apprentice controller will normally have 7 months TAFMS upon reaching the facility. Upon reaching the 20-month point in the individuals career, an Enlisted Performance Report (EPR) is required, no matter how many supervisors the individual has had in the past.

Once the feedback process has begun with an individual, it is the supervisor's responsibility to ensure performance a feedback is conducted on the required dates. It is important to note that a feedback session may occur as frequently as necessary. The supervisor is not restricted to 180-day intervals. This is the maximum amount of days allowed between feedback sessions. At some locations, the squadron (or group/wing) orderly room may issue a feedback notice prior to the effective due date. The performance feedback notice may take on many forms dependent on location and capabilities.

Conducting the Feedback Session

The performance feedback session must be conducted in person with the ratee. Only in unusual circumstances, such as geographical separations, can feedback sessions be conducted on the telephone. When conducting the feedback session, consider a worker’s present performance in terms of experience, education, and personal characteristics. The ratee and rater should mutually determine if the worker requires further training and establish goals and objectives to improve performance. The worker must clearly know the performance requirements and be able to meet the established standards. The rater

should program future meetings at specific intervals to review the worker's accomplishments and to revise, if needed, the goals and objectives originally established.

The performance feedback should be scheduled far enough in advance so the rater and ratee have time to formulate thought, collect documentation, and de-conflict schedules. Feedback sessions conducted spur of the moment are seldom productive, and often lead to overlooked specific topics and events. Set aside enough time to discuss everything necessary for a productive feedback session.

The performance feedback worksheet is the basic outline for conducting the evaluation. Each section should be given adequate time for the rater to relay current status and future expectations of the ratee's performance. Additionally, the rater must communicate to the ratee how specific feedback comments tie into the success of the Air Force mission, the facility, and to the individual. When preparing for the session, ask four basic questions:

- What has happened since the last feedback session?
- What has been done well?
- What could be done better?
- What new areas need to be discussed?

The performance feedback worksheet isn't an official record of performance and cannot be used in any proceedings unless the ratee first introduces it or the ratee alleges that a required feedback session was not held. The supervisor must retain a copy of the feedback worksheet form for use in future feedback sessions. The supervisor certifies the session by returning a copy of the performance feedback notice, with the date of the feedback session and signatures of both the rater and the ratee.

Many problems can occur before and during a feedback session. Problems vary as much as the people involved in the process vary. Aside from personality conflicts, personal bias often clouds the feedback process. Personal bias usually becomes a problem when supervisors expect more or less than what is written in military instructions. Not only does the subordinate become confused, but may develop a bad attitude about military instructions and courtesies.

Stereotyping is common in ATC. "The guy graduated tech school, so he already has the ability to run traffic." Not everyone has the same knowledge level or performance capabilities. Evaluate individuals on their abilities, not a perception. Another common pitfall to performance feedback is the reluctance to provide feedback. This happens for two basic reasons. First, providing formal feedback to another person on their abilities is difficult. Many would just as soon tell the subordinate that they are doing a fantastic job instead of discussing strengths and weaknesses. Second, with the operational tempo at many locations, performance feedback is not given a priority. Supervisors conduct a short no-notice feedback that has little impact on the individual.

Documenting the Feedback Session

Document all counseling sessions, goals, and objectives, and provide a copy to the worker to ensure there is no misinterpretation of what took place or what you expect (refer to Figure 7-2). The session must be handwritten on an AF Form 931/932, Performance Feedback Worksheet (PFW). The supervisor gives the ratee the original copy of the feedback form, and maintains a copy for personal use. When evaluating workers, keep three things in mind. First, because the supervisor is responsible for the development of the individual, determine the subordinates' strengths and weaknesses. Second, keep the established standards clearly in mind. Third, reward appropriate behavior and correct inappropriate behavior. AF Form 931 consists of five specific areas:

PERFORMANCE FEEDBACK WORKSHEET *(AB thru TSgt)*

1. PERSONAL INFORMATION

NAME	**GRADE**	**UNIT**
Blind, Really I.	SrA	99th Operational Support Squadron

II PRIMARY DUTIES

Provide safe and expeditious ATC service to aircraft operating in the Beaumont Class D Service Area as a tower journeyman controller. Comply with FAA and USAF ATC Regulations. Train apprentice controllers in the flight data, ground and local control positions. Effectively evaluate the knowledge and skill level assigned apprentice controllers. Comply with USAF standards of conduct both on and off duty.

III. PERFORMANCE FEEDBACK

	needs significant improvement	*needs little or no improvement*
1. PERFORMANCE OF ASSIGNED DUTIES		
Quality of Work		X
Quantity of Work		X
Timeliness of Work		X
2. KNOWLEDGE OF PRIMARY DUTIES		
Technical Expertise		X
Knowledge of Related Areas		X
Applies Knowledge to Duties		X
3. COMPLIANCE WITH STANDARDS		
Dress and Appearance		X
Weight	X	
Fitness	X	
Customs & Courtesies		X
4. CONDUCT/BEHAVIOR ON/OFF DUTY		
Financial Responsibility		X
Support for Organizational Activities		X
Respect for Authority		X
Maintenance of Government Quarters/Facilities		X
5. SUPERVISION/LEADERSHIP		
Sets and Enforces Standards		X
Initiative		X
Self Confidence		X
Provides Guidance/Feedback		N/A
Fosters Teamwork		X
6. INDIVIDUAL TRAINING REQUIREMENTS		
Upgrade (OJT/CDC)		N/A
Professional Military Education	X	
Proficiency/Qualification		X
Contingency/Mobility/Other		X
7. COMMUNICATION SKILLS		
Verbal		X
Written		N/A
8. ADDITIONAL FACTORS TO CONSIDER *(i.e., Safety, Security, Human Relations)*		
Traffic Count		X

IV. COMMENTS

1. Techniques and phraseology in ground and local control improving. Need to speed up on strip-marking and handoff procedures.

2. Learn more about radar handoff and point-out procedures, and MOA entry and exit procedures. Apply this learning to aircraft entering the Class D.

3. Improvement is necessary in dress and appearance. Uniform fits poorly due to excess weight. Physical fitness program will be Implemented and completed before next feed-back. See reverse for comments.

4. Conduct on and off duty superb. Recommend participating in squadron. sports

5. Display more initiative and self-confidence. Ideas for improvement are always welcome. Don't be afraid to provide me with any feedback or suggestions necessary.

6. Continue maintaining high proficiency test scores. Attendance at the Airman Leadership School is scheduled in two months. Focus attention on studying for promotion to SSgt.

7. Speaking skills will improve as you attend and participate in controller meetings. I'll provide you opportunities to build writing skills.

8. Traffic count procedures are changing. Ensure you become proficient on new procedures and train others on the crew.

_____	

Figure 7-2

STRENGTHS, SUGGESTED GOALS, AND ADDITIONAL COMMENTS

Strengths: Operational consistency – Very pleased with your attitude about air traffic control. You can always be counted on to work any position, any time.

Goals: Need to focus on weight management. Immediately following this feedback session, we will schedule you for an appointment at the base wellness center for a physical fitness evaluation. Upon their recommendation, you will enter a regimented program with a focus on weight reduction and increased physical fitness. Additional feedback sessions will occur monthly while you entered into this program. Your attendance at Airman leadership School is dependent on the success of this program.

Make SSgt. Study, study, study! Time will be allotted to you to study for promotion whenever possible on the shift.

RATER SIGNATURE	**DATE**
Raymond R. Ormsund, TSgt, USAF	2 Jul 00

Figure 7-2 (Continued)

Section I – Personal Information. Annotate the ratee's name, grade, and unit of assignment.

Section II – Primary Duties. Be specific as to the duties and responsibilities of the ratee. Performance indicators annotated in Section III should reflect the duty described in Section II. Do not describe future responsibilities or expectations. Primary duties should be similar to the Key Duties, Tasks, and Responsibilities section of AF Form 910, Enlisted Performance Report. Refer to figure 7-2 for an example of an air traffic controller's primary duty. If additional room is needed, continue in Part V, Comments.

Section III – Performance Feedback. This section is divided into two major categories – primary duty factors and general military factors. Primary duty factors are generally based on what occurs in the work environment and general military factors are those factors or characteristics considered essential to military order, image and tradition. Additional factors may be added. Score each area by placing an "X" in the position that most accurately identifies the airman's performance. If any area does not apply, enter "N/A". While placing an "X" on the scale is important, do not allow this to defeat the purpose of the form and the feedback session. Refer to AFPAM 36-2627, Chapter 2 for a detailed description of each performance feedback indicator.

Section IV and V – Strengths, Suggested Goals, and Comments. These sections are intended for written comments. Comments should help explain the supervisor's thoughts, while use of the scales should serve as a vehicle for the ratee to use in remembering those areas of strength as well as those areas needing improvement. The most important objective of this session is for the ratee to clearly understand the supervisor's position regarding performance and know what direction to take to improve. It is essential that the ratee understand what it takes to achieve total job effectiveness, and if they're performing up to and meeting supervisory expectations.

The primary purpose of the feedback is to improve performance and professionally develop enlisted personnel to their highest potential. Effective feedback can only be accomplished if the supervisor routinely observes the performance of the ratee. Commenting on strong and weak areas, trends, and means for improvement is impossible if the rater does not have a history on the individual. Information should be collected over time and in a variety of ways to foster a solid evaluation.

Enlisted Performance Reports

The Enlisted Performance Report (EPR) is the primary duty assessment tool in the Air Force. When used correctly, it identifies promotion, retention, and future job opportunities for an individual, while providing the Air Force the ability to select, promote and retain the best qualified personnel (refer to Figure 7-3). Ultimately it provides the ratee a formal feedback that is entered into a permanent record. The EPR is intended to "paint a picture" of an individual that encompasses an entire year of a persons career. It tells the individual, unit, base, and Air Force the capabilities of an individual by documenting accomplishments.

Human nature plays a big part in the development of a performance appraisal in the military. Since everyone from airmen basic to the wing commander knows the ramifications of a good and bad EPR, supervisors often find it hard to write a "bad EPR." Even though individuals may not be performing at the "fire-wall" level of evaluation, they often see very good markings on their performance appraisal. On the other hand, it is very easy to write a "good EPR". Many examples exist on formatting bullets and

everyone in the reporting chain takes immense interest in delivering a superior product. The result of the two stigmas equates to an inflated EPR system does not provide the service it was intended to.

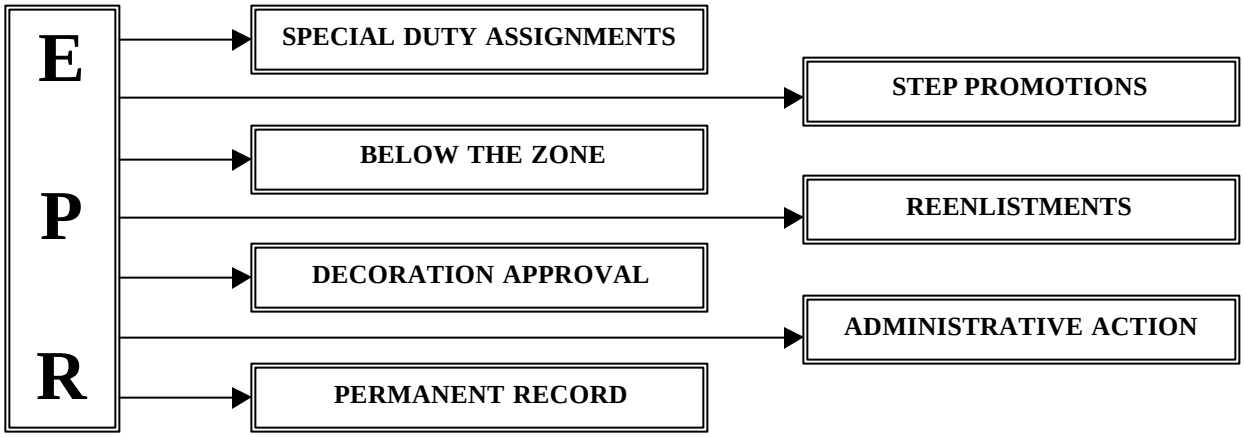


Figure 7-3

Information is the key to writing effective EPRs. The more knowledge and tools an evaluator has at their disposal the better. Though all performance reports should be handled discretely, maintaining copies of past performance appraisals might be retained on file for reference for the next reporting period. Endeavor to obtain as much information on the individual as possible throughout the reporting period. A supervisor should attempt to analyze information objectively whenever possible in order to minimize the subjectivity of the evaluation.

- Objective Analysis - means to quantify performance results. Objective analysis should be used whenever possible to document an individuals performance. How much was done? What was done?

- Subjective Analysis - is the evaluator's perceptions, beliefs, or thoughts on how something was accomplished. This is an analysis of a person's "inner" qualities (or personality) and must be based on observations over a period of time. Subjective analysis is used to describe what prompted or caused an individual to do something (personal traits such as leadership and imagination).

Key Duties, Tasks, and Responsibilities

Confine duties to the space allocated in this section (refer to Figure 7-4). Enter a clear description of the ratee's duties. The description should make clear the nature of the ratee's tasks, the degree of assignment selectivity involved, and the number of people supervised. Dollar value of projects managed and the level of responsibility should be included. Avoid jargon and acronyms that obscure rather than clarify meaning. Include prior and additional duties during the reporting period if they influence the ratings and comments. Do not include classified information.

Evaluation of Performance

In order to make performance ratings as accurate as possible (refer to Figure 7-4), the supervisor must overcome subjectivity. It is much easier to give high ratings than lower ones and some controllers are favored over others (not always for the right reason). These and other factors affect the validity of the overall EPR system. This does not mean that the ratings are worthless. Acquire and use realistic standards and sound judgment, and develop a thorough understanding of the Enlisted Evaluation System

and what effect it has on a controllers career, both short and long term. If necessary, consult with another supervisor, the CCTLR, or AOF/CC. Even after the supervisor marks the performance blocks, the system provides for an extensive review process to ensure they reflect an accurate picture. It is important to note that the rater's and endorser's comments should reflect the performance ratings awarded.

ENLISTED PERFORMANCE REPORT *(AB thru TSGT)*

I. RATEE IDENTIFICATION DATA *(Read AFI 36-2403 carefully before completing any item)*

1. NAME *(Last, First, Middle Initial)*	2. SSN	3. GRADE	4. DAFSC

5. ORGANIZATION, COMMAND, AND LOCATION	6a. PAS CODE	6b. SRID

7. PERIOD OF REPORT From:	Thru:	8. NO. DAYS SUPERVISION	9. REASON FOR REPORT

II. JOB DESCRIPTION

1. DUTY TITLE

2. KEY DUTIES, TASKS, AND RESPONSIBILITIES

Directs aircraft landing, takeoff, and taxiing operations in support of the 99 Enlisted Performance Wing. Issues aircraft clearances and advisories concerning traffic, weather, field conditions, and navigational aid outages. Performs landline communications functions, posts, and relays aircraft movement information and coordinates with 5 Federal Aviation Administration and 2 USAF air traffic control facilities concerning air traffic movement. Initiates emergency procedures as necessary. Makes limited weather observations. Maintains facility documents and records. Assists in the overall operation of the control tower as directed by the Watch Supervisor. ADDITIONAL DUTIES: Air Traffic Control Activity Report Monitor; Squadron Assistant Disaster Preparedness NCO.

III. EVALUATION OF PERFORMANCE

1. HOW WELL DOES RATEE PERFORM ASSIGNED DUTIES? *(Consider quality, quantity, and timeliness of duties performed)*

☐ Inefficient. An unprofessional performer.	☐ Good performer. Performs routine duties satisfactorily	☐ Excellent performer. Consistently produces high quality work.	☐ The exception. Absolutely superior in all areas.

2. HOW MUCH DOES RATEE KNOW ABOUT PRIMARY DUTIES? *(Consider whether ratee has technical expertise and is able to apply the knowledge)*

☐ Does not have the basic knowledge necessary to perform duties.	☐ Has adequate technical knowledge to satisfac-torily perform duties.	☐ Extensive knowledge of all primary duties and related positions.	☐ Excels in knowledge of all related positions. Mastered all duties.

3. HOW WELL DOES RATEE COMPLY WITH STANDARDS? *(Consider dress and appearance, weight and fitness, customs, and courtesies)*

☐ Fails to meet minimum standards.	☐ Meets Air Force standards.	☐ Sets the example for others to follow.	☐ Exemplifies top military standards.

4. HOW IS RATEE'S CONDUCT ON/OFF DUTY? *(Consider financial responsibility, respect for authority, support for organizational activities, and maintenance of government facilities)*

☐ Unacceptable.	☐ Acceptable.	☐ Sets the example for others.	☐ Exemplifies the standards of conduct.

5. HOW WELL DOES RATEE SUPERVISE/LEAD? *(Consider how well member sets and enforces standards, displays initiative and self-confidence, provides guidance and feedback, and fosters teamwork)*

☐ Ineffective.	☐ Effective. Obtains satisfactory results.	☐ Highly effective.	☐ Exceptionally effective leader.

6. HOW WELL DOES RATEE COMPLY WITH INDIVIDUAL TRAINING REQUIREMENTS? *(Consider upgrade training, professional military education, proficiency/qualification, and contingency)*

☐ Does not comply with minimum training requirements.	☐ Complies with most training requirements.	☐ Complies with all training requirements.	☐ Consistently exceeds all training requirements.

7. HOW WELL DOES RATEE COMMUNICATE WITH OTHERS? *(Consider ratee's verbal and written skills)*

☐ Unable to express thoughts clearly. Lacks organization.	☐ Organizes and expresses thoughts satisfactorily.	☐ Consistently able to organize and express ideas clearly and concisely.	☐ Highly skilled writer and communicator.

Figure 7-4

IV. PROMOTION RECOMMENDATION *(Compare this ratee with others of the same grade and AFS)*

RECOMMENDATION	NOT RECOMMENDED	NOT RECOMMENDED AT THIS TIME	CONSIDER	READY	IMMEDIATE PROMOTION
RATER'S RECOMMENDATION	1	2	3	4	5
INDORSER'S RECOMMENDATION	1	2	3	4	5

V. RATER'S COMMENTS

- Exemplary stand-out performer - in the top 1% of all air traffic controllers in the radar approach control
- Supervised complex, diverse operations during a joint Department of Defense readiness training exercise
  -- Ensured critical on time takeoffs and arrivals for special operations UH-60 and C-130 aircraft
- Assumed complex task of training an apprentice controller experiencing difficulties in upgrade training
  -- Accomplished three position certifications providing a qualified controller during austere manning
- Earned an Associates degree in Airway Science from CCAF maintaining a 4.0 grade point average
- Completed Airman Leadership School in residence; enrolled in the NCO Academy course by correspondence
- Absolute top performer! A must for promotion to TSgt and immediate selection for NCO Academy

I certify that in accordance with AFI 36-2403 an initial feedback session was conducted on_____, and a midterm feedback session was conducted on_____. *(If not accomplished, state the reason).*

NAME, GRADE, BR OF SVC, ORGN, COMD & LOCATION	DUTY TITLE	DATE
	SSN	

VI. INDORSER'S COMMENTS ☐ CONCUR ☐ NONCONCUR

- Energetic and industrious controller - HQ PACAF and HQ USAF Air Traffic Controller of the Year
- Revitalized a dormant controller advisory council to interact with four operational wing fighter squadrons
  -- Provided an effective forum for pilots and controllers to discuss and solve issues effecting flying safety
- Raised over $3,500 organizing food booths and car washes as Squadron Booster Club president
- Solid performer! Managing Senior NCO programs as a young NCO - challenge and promote now!

NAME, GRADE, BR OF SVC, ORGN, COMD & LOCATION	DUTY TITLE	DATE
	SSN	

INSTRUCTIONS

Reports written by a senior rater or the Chief Master Sergeant of the Air Force (CMSAF) will not be indorsed.
Reports written by colonels or civilians (GM-15 or higher) do not require an indorser; however, indorsement is permitted unless prohibited by the Instruction above.

When the rater's rater is not at least a MSgt civilian (GS-07 or higher), the indorser is the next official in the rating chain serving in the grade of MSgt or higher, or a civilian in the grade of GS-07 or higher.

When the final evaluator (rater or indorser) is not an Air Force officer or a DAF civilian, an Air Force advisor review is required.

Promotion Recommendation

The promotion recommendation section (refer to Figure 7-4) of the EPR is probably the most important part of the entire process. It has a direct bearing on a controller's ability to be promoted. The numerical value assigned can have significant impact on the Weighted Airmen Promotion System (WAPS) scoring process. When completing this section, consider the controller's performance and promotion potential and how the controller compares with other controllers in the same grade. In some instances, although a controller may be performing satisfactorily, when compared to others, he/she might have less potential for the next higher grade or increased responsibility.

Rater's Comments

The rater's comment section of the EPR should provide a description of the ratings given in the performance evaluation (Section III) area. Rater comments are required and must be in bullet format (refer to Figure 7-4). Supervisors must limit their comments to the space allocated unless the report contains a referral rating. This often is regarded as the most difficult section to complete as it requires the supervisor to put facts, thoughts and opinions into words.

DUTY PERFORMANCE	EDUCATION	UNIT INVOLVEMENT	COMMUNITY INVOLVEMENT	RECOGNITION
Level of Responsibility	Military Classes	Unit Councils	Base Honor Guard	Letters of Appreciation
TDYs	PME	Annual Award Program	Church Activities	Certificates
Additional Duties	CCAF	Car Washes	Coaching	AMN/Qtr
Supervision	Seminars	Unit Picnics	Habitat for Humanity	AMN/Year
Dress and Appearance	Civilian Classes	Supporting Special Functions	Scout Volunteer	12 OAY
Quality of Work	Conferences	Fund-raisers	School Involvement	Controller/ Qtr
Quantity of Work				Controller/Year

Figure 7-5

Building Bullets

Statements describing an individual's performance should be drafted with two objectives in mind. Bullet statements should document, in specific terms, what an individual contributed to command, unit, and facility effectiveness and accomplishment. Additionally, they should document the subjective "inner" qualities demonstrated by a controller on how performance was accomplished.

Documenting exactly what a person accomplishes in an EPR is both useful and necessary. Work accomplishment alone, however, does not give a complete description or "picture" of an individual. The careful use of a few well chosen adjectives and events (refer to Figure 7-5) can describe a person's inner qualities --what possesses a person to do something. Selection boards do not promote individuals simply because they do a good job in their present pay grade. The potential to successfully discharge the greater duties of higher pay grades must be clearly evident. Potential must be documented in the EPR.

Once the information gathering process has been completed, it's time to begin organizing and drafting the narrative. It's important to transform the information provided into a positive testimonial to the individual. Any shortcoming or deficiency should be significant, either in terms of performance or potential. At any level in a military organization some occasional, routine guidance is necessary. If the comment is made that someone requires occasional instruction or guidance, that means he/she requires more instruction or guidance than would normally be expected. In effect, comments on minor deficiencies are automatically magnified when they are included in the narrative.

A direct, hard-hitting write-up is better than an elegant one. It is important to concentrate more on content and specific accomplishments than over-all impressions. Quantify individual achievements and accomplishments when possible. A few well worded phrases or sentences on individual accomplishments and achievement mean much more than pages and pages of a job description or duties and responsibilities. To the maximum extent possible, comment on quantifiable objective accomplishments, not on subjective personal notions.

Opening Format

The most closely read sentences in an EPR are the opening sentences. The opening should be a powerful and persuasive statement - an attention getter to immediately capture the attention of the reader. It does not necessarily have to address a specific achievement or accomplishment, though it should relay a concrete evaluation statement from the supervisor. For example:

- "Exemplary stand-out performer - in the top 1% of all the air traffic controllers I've supervised"
- "Erodes good order and discipline - performance well below that expected of peer group"
- "Energetic and industrious controller - HQ PACAF and HQ USAF Air Traffic Controller of the Year"

Body

The body of the text should focus on the accomplishments of the controller. It is recommended to start every bullet with an action word or vivid description (refer to Figure 7-6). Identify the most important accomplishments. Save the most important events for the endorser's comments section. Attempt to keep bullet statements to one line.

Action Words			**Vivid Descriptions**
Appointed	Advised	Averted	Expertly crafted
Bombarded	Authored	Assessed	Energized
Created	Conceived	Decreased	Continuously surpassed
Defined	Demonstrated	Determined	Outstanding initiative
Developed	Designed	Devised	Significantly outperformed
Employed	Ensured	Executed	Masterfully orchestrated
Formed	Forecasted	Formed	Remarkable transformation
Improved	Introduced	Inspected	Exemplary performance
Instructed	Initiated	Located	Inspirational leadership
Modernized	Minimized	Managed	Flawlessly performed
Prevented	Organized	Obtained	Rapidly mastered
Recommended	Reduced	Provided	Unsurpassed excellence
Reported	Reviewed	Published	Pivotal contributor
Standardized	Selected	Reorganized	Performed brilliantly
Simplified	Trained	Revised	Hard charging

Figure 7-6

When constructing a set of two or three bullet statements to convey a specific accomplishment, always state the event in the first bullet. Subsequent lines must then state the outcome and/or impact of the first bullet. When considering what to say in each bullet, attempt to use the entire space provided in the section.

Closing Format

The closing sentence is another prime location for the rater to sell the capabilities of an air traffic controller. Since promotion statements ("promote", "promote now", "never promote") are now mandatory in all EPR bodies it is important to either preface or end a promotion statement with some type of supporting narrative. For example:

- "Solid performer - Managing Senior NCO programs as a young NCO - challenge and promote now"
- "Absolute top performer! A must for promotion to TSgt and immediate selection for NCO Academy"
- "Not a self starter - Reluctant to accept leadership duties and responsibilities - Do Not Promote"

Referral Reports

A referral report is an EPR containing a rating in the far left block of any performance factor in Section III, or a rating of "1" in Section IV on AF Form 910 or 911. An EPR may also be considered a referral if comments in the EPR refer to behavior not meeting minimum acceptable standards of personal conduct, character, or integrity. For more information on the referral process, refer to AFI 36-2403, and AFPAM 36-2241.

Awards and Decorations

Controllers like and expect to be recognized for the work they do. The annual EPR just doesn't provide enough recognition and motivation for the job many people do. In fact, though not recognized as a professional mannerism, many individuals take on challenges and taskings only in the hope that it results in some form of recognition. Recognizing controllers for what they do produces positive effects in mission accomplishment. This concept is the basis for the Air Force awards and decoration program. The objective is to foster morale, incentive, and esprit de corps. ATC supervisors must fully understand the effects of rewarding personnel and the positive effects upon subordinates, the units, and supervisors themselves.

Awards

An award is a formal recognition given to a specific group or person. It usually entails that specific award criteria must been met. In the context of ATC, it includes quarterly and annual award programs, service and campaign awards, and USAF level recognition awards (refer to Figure 7-7). Like decorations, an award is meant to be a meaningful recognition of excellence.

The majority of individual awards are completed on AF Form 1206, *Nomination for Award*, and encompass five general categories of exceptional performance.

- *Leadership and Job Performance in Primary Duty* - The controller's leadership and job performance in their primary duty (controller, watch supervisor, TERPS, etc.), including the development of new techniques. Events must contribute significantly to increased mission effectiveness during the reporting period.

- *Leadership Qualities (social, cultural, and religious activities)* - The controller must contribute tangibly to the military or civilian community's welfare, morale, or status during the reporting period.

- *Significant Self-Improvement* - The controller must show this improvement through off-duty education, achievements in professional or cultural societies or associations, development of creative abilities, etc.

- *Other Accomplishments* - The nature and results of the controllers other accomplishments must set him or her apart from other controllers of equal or higher grade.

- *Articulate and Positive Representative of the Air Force* - Demonstrated ability as an articulate and positive enlisted member of the Air Force during the reporting period.

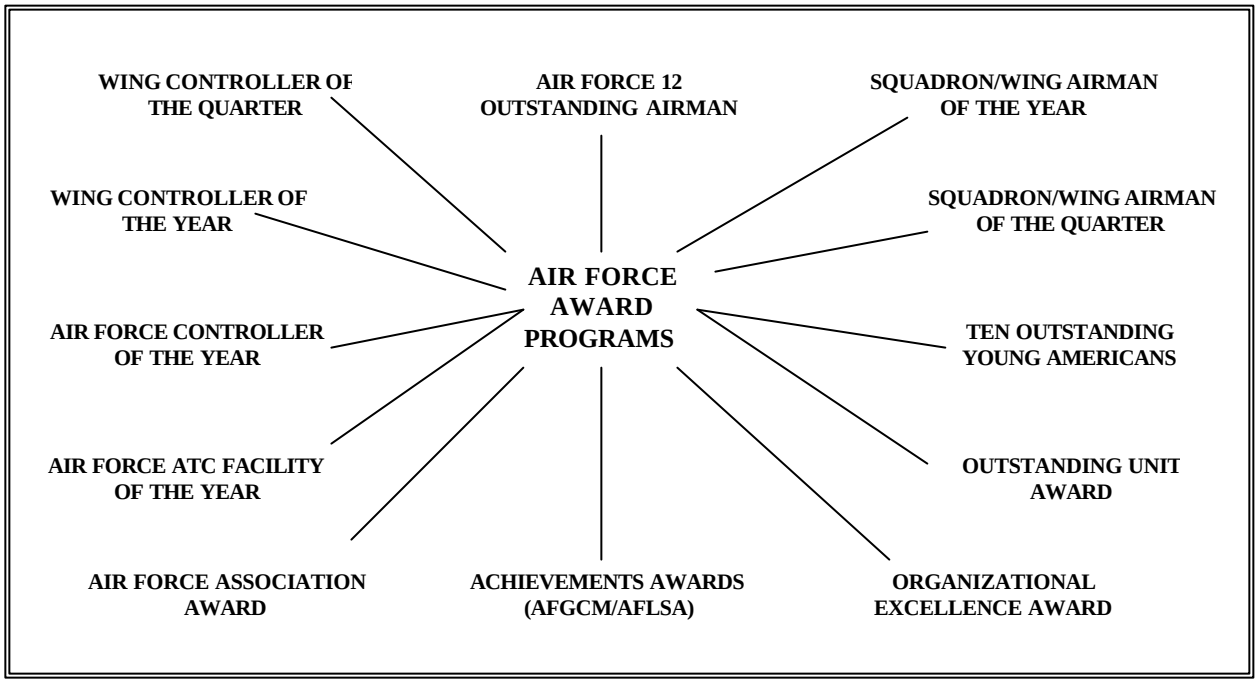


FIGURE 7-7

Submitting a controller for an award should be done with the utmost integrity. Just because the CCTLR solicits supervisors for award nominations, it does not necessarily mean that a controller needs to be submitted. Local operating instructions usually outline nomination criteria. Instead of trying to profile individuals for award nominations just before they are due, provide opportunities for controllers to fulfill award criteria throughout the reporting period.

Decorations

All military personnel on active duty are eligible for consideration for a US military decoration. Recommendations for decorations must be based on specific projects, plans, programs, or actions which are or will be beneficial to the Air Force. They should recognize meritorious service, outstanding achievement, or acts of heroism that clearly place them above their peers. Do not submit recommendations in a token effort to "do something for an individual", or as a departing gesture for a controller leaving the facility.

Each decoration prescribes standards that define the degree and magnitude of an act, achievement, or service considered worthy for awarding a particular decoration (refer to Figure 7-8). Do not base the award of a specific decoration upon a controller's grade, but on the level of responsibility and manner of performance. Do not award a decoration to any controller whose entire service for a period covered by the decoration has not been honorable.

ACHIEVEMENT MEDAL (AFAM)	COMMENDATION MEDAL (AFCM)	MERITORIOUS SERVICE MEDAL (MSM)
Awarded for outstanding achievement or meritorious service that does not meet the requirements of the AFCM. Emphasis is place on junior airmen whose achievements and service meet the standards.	Awarded for outstanding achievement or meritorious service; or acts of courage that do not meet the requirements for the award of the Airman's medal.	Awarded for outstanding noncombat meritorious achievement or service to the US. Level of achievement or service is less than that required for the Legion of Merit.

Figure 7-8

Recommendations for controller decorations should be submitted as soon as possible following the act, achievement, or service. Recommendations are normally completed on controllers departing or extending at a location, or separating or retiring from the military. When one of these events are about to occur, the squadron orderly room will (normally) send a DÉCOR 6, *Recommendation for Decoration Printout,* to the supervisor of the individual. Once completed, the supervisor must review the controller's on- and off-duty performance by viewing the Personal Information File (PIF), EPRs, and quality of force items (weight, aerobics, Article 15, etc.).

Aside from decorations denoting specific achievement and heroism, citations that accompany decorations must be substantiated through EPRs. Supervisors cannot bring forward events not previously recorded. The first step to developing the first draft of the citation is to extract the three or four most important bullets and list them from most to least important. Once complete, add transition words to each sentence (in addition, also, furthermore, lastly, etc.). The last step is to insert a prescribed opening and closing sentence outlined in AFI 36-2108, *The Air Force Awards and Decorations Program.* Refer to Figure 7-8.

Staff Sergeant Lisa P. Smithers distinguished herself by outstanding achievement as air traffic controller, radar approach control, 99 Operations Support Squadron, 99 Operations Group, 99 Fighter Wing, Brookfield Air Force Base, Ohio from 1 January 1999 to 1 January 2002.

EPR Bullets

The distinctive accomplishments of Sergeant Smithers reflect credit upon herself and the United States Air Force.

Figure 7-8

After the first draft is complete, submit it for editing with the administrative and leadership support in the facility. Be aware that the citation may be returned numerous times for rewriting and/or reformatting. By the time the finished product is near, try reading the citation aloud. Ensure it reads smoothly and shows some sort of order. Do not change the opening and closing sentences of the citation.

Personnel Counseling

Counseling, as defined in AFPAM 36-2241, is the process of human interaction whereby one individual attempts to positively affect the thinking, motivation, understanding, and behavior of other individuals. Normally, NCO supervisors are only responsible for preventive and corrective disciplinary actions. The unit commander will usually handle punitive actions when violations to the UCMJ occur.

Ensure subordinates know the standards expected of them, what constitutes a violation of these standards, and what corrective actions will be taken in the event of violations. Avoid letting little things snowball into bigger problems, eventually requiring the involvement of the first sergeant or the commander. Take the initiative and assist an individual before it elevates to a higher level.

Letter of Counseling for Unacceptable Behavior

The purpose of corrective action is to ensure acceptable behavior in the future. The failure to take action appears to condone the behavior and can lead to an atmosphere conducive to further problems. For example, take the controller who is repetitively allowed to report to work during or after the pre-duty familiarization briefing. By not confronting the individual, he/she will assume that reporting to work a little late is acceptable behavior. Even worse, other crewmembers will either mimic coming in a little late, or sense favoritism since the behavior is not being addressed by the supervisor.

Counseling Techniques

Don't Blow Your Cool. Even during a counseling session, supervisors must remain relatively calm and use only a moderate amount of emotion. Keep the emotional level only high enough to get the person's attention; make it obvious that a problem exists, but don't get carried away.

Don't Attack Personalities. When counseling an individual, don't attack the person's worth as a human being. Separate the individual as a person from his or her behavior. The individual is OK, but his or her behavior is not. Zero in on that behavior and not on the person.

Be Specific. It is not helpful to an individual to say, "I don't like the way you've been performing lately." That kind of feedback is too general. For counseling to be effective, the supervisor must tell the individual specifically what he or she has done wrong, for example, "You've came in late three times in the last four days."

Be Timely. Unless counseling occurs as close to the misbehavior or the poor performance as possible, it won't be helpful in influencing future behavior. Some supervisors are gunnysack counselors. That is, they store up observations of poor behavior and then one day when the bag is full, they charge in and, "dump everything on the table." Often, supervisors wait until an enlisted performance report or performance feedback is due, and tell the individual all the bad things they have done over the past year.

Be Consistent. Supervisors should avoid inconsistency in counseling personnel. The same behavior should always be met with the same response. Controllers will become confused if they are reprimanded for poor performance one week and ignored if they engage in the same performance the next week. Supervisors must be careful to treat one crewmember the same as another. Be careful not to have favorites. Positive reinforcement should be given for performance, not because of who the person is.

Don't Threaten. So many supervisors announce in ominous tones that they are going to do such and such if a person continues to perform in a certain way, and then never follow through. If controllers realize the supervisor is bluffing, they won't pay any attention to the threats. Then, when the supervisor finally does follow through on a threat, he/she is so out of control that they may come down excessively hard. Remember, supervisors must say what they mean and mean what they say.

Be Fair. Supervisors should be careful not to make a punishment greater than the problem, and vice versa. Many supervisors come down harder on people for little things than for major performance problems. If controllers know what is expected of them and then fail to meet the standards, they will readily accept counseling (in fact, they sometimes are confused if they don't receive it). But if the counseling session is way out of proportion to the poor performance, controllers will justifiably resent their supervisor's response.

Figure 7-10

When dealing with a behavior problem, first gather all the facts before taking any corrective action. Talk with the individual and carefully consider the pertinent circumstances that led to the problem. Then consider other facts; Is this the first time corrective action has been needed or is it a repeat offense?, and; Is the action being considered consistent and fair with similar actions taken? Controllers on the crew should clearly understand what they did wrong and how to avoid future problems. If disciplinary intervention is called for, refer to Figure 7-9 for a few helpful guidelines.

Three different types of counseling techniques are promoted. The key to success, regardless of the approach taken, is the sincerity of the rater. Supervisors will often take on a mechanical approach, reading what is printed on their notes, and not deviate from the method. This behavior is seldom beneficial to the individual or the facility. Be yourself. Talk to the individual, not down to the person.

Directive counseling is often used for short, to the point communications that require little ratee participation. Never deliver a directive counseling session before the situation has been fully analyzed and a plan for necessary correction or improvement formulated. Most directive counseling sessions focus on forbidding and advice giving, although it could include threatening, explanation, and reassurance.

Nondirective counseling is used to draw out information and feelings from the individual. Supervisors must encourage the ratee to voice personal opinions and allow them to participate in developing a means for improvement. Nondirective counseling is more successful with individuals having a positive attitude. If a person is not willing to even participate in the counseling session, little effort will be made towards developing improvement ideas. For nondirective counseling to be effective, the supervisor must be an excellent listener, ask a lot of questions, and allow the person to make decisions.

The third type of counseling involves the use of both directive and nondirective techniques. When using this method, the supervisor builds upon the strengths of the individual in order to address the reason for the counseling session. Supervisors allow participation in the event, but maintain more focus on what solutions will be necessary.

Letter of Counseling for Excellent Behavior

Major General John Stafford once summarized that the best method of building a strong organization is building strong individuals. If there were one phrase that best expresses this concept, it would be, "make heroes of other people." A good supervisor will always find ways to shine the spotlight on the achievements of others rather than on their own accomplishments. They make other people the visible heroes and heroines on the crew.

Unlike the business world, ATC supervisors are not empowered to provide extrinsic rewards for controllers who perform above and beyond normal duty requirements. The United States military seldom attracts an individual who is looking for employment solely for economic stability. If the military came to be seen only as a source of money and never satisfaction, then leadership would totally ignore other human needs at work – needs such as learning, self-worth, pride, competence, and serving others.

AFI 36-2618, *The Enlisted Force Structure*, defines the roles and responsibilities of noncommissioned officers. Embedded in those responsibilities is to appropriately recognize and reward those individuals whose military conduct, bearing, and performance clearly exceed established standards. Providing visibility and recognition to subordinates can occur in many ways. The most apparent way is through enlisted performance reports, quarterly awards, and decorations. Though these represent the highest of military distinction, a more personal manner is through letters of counseling for excellent behavior. This medium provides the supervisor many tangible messages to crewmembers about what to pay attention to. It allows individuals to feel rewarded for specific events as frequently as necessary. It tells others who did not receive a counseling letter what behavior is rewarded. It informs facility leadership who is performing beyond normal duty requirements, and it provides the individual and the supervisor an information file for more prominent awards.

Whether for good or bad performance, it is imperative to document the counseling session in some form or another. Air Force Form 174, *Record of Individual Counseling* (refer to Figure 7-11) is an excellent recording tool. And although subordinates confide in supervisors to ensure discretion and confidentially, instances may arise when record of counseling may be necessary. Motives to safeguard information must be weighed against any legal implications the controller may have been involved in.

RECORD OF INDIVIDUAL COUNSELING

I. COUNSELING TIPS

1 . Determine the objective of the counseling before the session begins.
2. Hear the individual out.
3. Treat the member as having worth and dignity.
4. Show sincerity, courtesy, and personal interest in the individual.
5. Give the individual the facts, whether they are pleasant or unpleasant.
6. Don't brush off any problem as being too trivial.
7. Don't make snap decisions.
8. Don't make promises if you can't keep them.
9. Don't force decisions on the person - there may be other equally goo and acceptable solutions.
10. Refer to other agencies.
11. Make contact for the individual with the referral agency.
12. Follow up referrals to make sure there is a continuity of action and that referrals are completed as soon as possible.

II PERSONAL DATA

1. NAME *(Last, First, MI)*	**3.** GRADE	**4.** SSN	**5.** AFSC	**6.** DUTY PHONE
Smithers, Lisa P.	E-2	123-45-6789	1C1X1	DSN 123-4567

6. UNIT/OFFICE SYMBOL	**7.** REASON FOR COUNSELING	8. OTHER INFORMATION *(i.e., marital status, course number graduation date, date assigned, etc.)*
99 OSS/RAPC	CDC Failure	

III. COUNSELING

9. SUMMARY OF COUNSELING *(Give details, facts, specific dates, times, names, sequence of events, etc.)*

Amn Smithers failed to pass (56%) her EOC Exam on 8 Jan 2001. She stated that she studied everyday prior to the test for the last four weeks. She also stated that she did not recognize many of the questions asked on the test. Further discussion found that Amn Smithers only studied the Volume Review Exercises (VRE). These exercises do not cover all the course material.

Amn Smithers stated that she was fully awake and able to take the exam. She stated she did not consume any alcohol prior to testing, and received plenty of rest.

10. RECOMMENDATIONS AND ADVICE OF COUNSELOR

Amn Smithers will re-read the entire CDC program starting 2 Feb 2001 during shift time. She is a dedicated trainee, and has posed no study or knowledge retention problems in the past. I will personally develop exercise exams that cover the missed test items, and conduct oral exams on a daily basis. When I feel she has obtained the necessary knowledge, I will call the CATCT to reschedule her for the examination.

Amn Smithers was informed that if she fails the exam again, it could mean the end of her career as an air traffic controller and possibly the military. I anticipate not to encounter any problems in the future.

11. NAME, GRADE AND DUTY TITLE OF COUNSELOR	11. SIGNATURE	12. DATE
Colorado, Denver A., TSgt Air Traffic Control Watch Supervisor	*Denver A. Colorado*	12 Feb 2001

IV. ACKNOWLEDGEMENT OF COUNSELING

14. SUMMARY OF COUNSELEE'S COMMENTS *(Indicate of none)*

15. NAME AND GRADE OF COUNSELEE	16. SIGNATURE	17. DATE

V. REFERRAL/FOLLOWUP

18. REFERRAL AGENCIES RECOMMENDATIONS (Personal Affairs, Legal Assistance, Medical, Social Actions, Red Cross, etc.)

VI. COMMANDER'S COMMENTS

19. NAME AND GRADE OF COMMANDER	20. SIGNATURE	21. DATE

WRITTEN REVIEW EXERCISE

1. What is the purpose of the Air Force Performance Feedback Program?

_____
_____
_____

2. The maximum number of days between feedback sessions is _____.

3. T or F. (circle one). The performance feedback worksheet is an official record of performance and may be used in any military proceeding.

4. Explain the effects of personal bias in a performance feedback session.

_____
_____
_____
_____

5. List five benefits of the Enlisted Evaluation System.

_____
_____
_____
_____
_____

6. What is the difference between a subjective analysis and an objective analysis?

_____
_____
_____
_____

7. Which section of AF Form 910 has a direct impact on WAPS scoring?

_____

8. The most closely read sentences in an EPR are the _____ and _____.

9. T or F. (circle one). Promotion statements are mandatory in all Enlisted performance Reports.

10. What is the difference between an award and a decoration?

_____
_____
_____

11. Military decorations should recognize one of three accomplishments. Name them.

_____
_____
_____

12. Decorations denoting specific achievement must be substantiated through _____.

13. Describe the impact of counseling as a watch supervisor and NCO.

_____
_____
_____
_____

14. T or F. (circle one). The purpose of counseling an individual for unacceptable behavior is to punish the person for the infraction.

15. Define three different Air Force counseling techniques.

_____
_____
_____

_____
_____
_____

_____
_____
_____

16. Record an individual counseling session on AF Form _____.

PRACTICAL REVIEW EXERCISE

1. After discussing the feedback process with the trainer (mentor) conduct a performance feedback with someone on the crew (preferably a controller who is junior in rank). Allow the trainer to observe the process and when complete, provide feedback. Periodically repeat the process until the craftsman trainee becomes familiar and confident with the feedback process. Utilize the Performance Feedback Worksheet (through facility forms available). Retain All feedback exercises until the 7-skill level has been awarded.

2. After discussing the EPR process with the trainer (mentor), write a complete EPR using the AF Form 910. Allow the trainer to be involved throughout the process to critiques format and language effectiveness. Periodically repeat the process until the craftsman becomes familiar and confident with writing an EPR. Retain all EPR exercises until the 7-skill level has been awarded.

   A1C Key is a 21-year-old ATC technician. He was assigned to the unit eighteen months ago. He recently scored a 97 percent on his CDC end of course examination. He joined the base honor guard and has performed in several ceremonies around the base, including the change of command ceremony for General Mouse. A1C Key's uniform always looks sharp and he has a positive attitude. Recently, he assisted an elderly couple involved in an auto accident get their vehicle towed, and arranged alternate transportation for them until they could repair their car. He plays on the squadron softball team and the unit finished in first place on the base. He recently completed a history course and found he needs only 16 hours for his CCAF degree. He worked local control during the launch of 25 F-16 aircraft in September during the EXERCISE PAPER BACK. This occurred during severe winds and almost no visibility. A1C Key was the ground controller when two C-130 aircraft called in with fuel leaks at the same time. He coordinated all emergency efforts for the base for 10 minutes until the Fire Chief came on line. The Wing Commander personally commended him. A1C Key was just awarded airman of the quarter for the squadron and air traffic controller of the year. A1C Key volunteered to completely revise the Ready Reference Files for the tower. He received an honorable mention from the ATSEP evaluation team.

3. Read all local operating instructions regarding the facility "Controller of the Quarter " program. Discuss the internal process with the trainer (mentor). Prepare a nomination package for "Controller of the Quarter" using the prescribed format for your crew. Once complete, allow the trainer to review and edit the product until it can be submitted to the CCTLR as an actual nomination package. Retain a copy of the nomination package until the 7-skill level has been awarded.

4. Read all local operating instructions regarding "Airman of the Quarter" nominations. Once complete, discuss the internal process with the trainer. Using AF Form 1206 (or facility format), submit an individual for "Airman of the Quarter" for the facility/squadron. Once complete, allow the trainer to review and edit the product until it can be submitted to the CCTLR as an actual nomination package. Retain a copy of the nomination package until the 7-skill level has been awarded.

5. After discussing the facility/squadron decoration process with the trainer, write an Air Force Achievement Medal and an Air Force Commendation Medal. If necessary, utilize the expertise of the facility administrative specialists and senior leadership. Allow the trainer to be involved throughout the process to critiques format and language effectiveness. Periodically repeat the process until the craftsman becomes familiar and confident with writing an Air Force decoration. Retain all decoration exercises until the 7-skill level has been awarded.

6. Discuss the counseling process with the trainer (mentor). Conduct a counseling session with either the trainer or an individual on the crew. The purpose of this exercise is to understand when to counsel, the different methods of counseling, and the need for proper documentation. Once complete, annotate the counseling session on AF Form 174, and allow the trainer to review the product. Repeat this process until proficient in the methods of Air Force Counseling. Retain copies of each counseling session until the 7-skill level has been awarded.

SECTION EIGHT

QUALITY ASSURANCE

The process of establishing certifications, standards, and quality assurance measurements date back to the 1920s with the advent of commercial aviation and the beginning of air traffic control. In order to bring efficient standardization to the entire aerospace industry, specific rules and regulations were developed to ensure the safety of passengers and flying personnel. To ensure initial understanding and future compliance of those rules and regulations, a stringent certification and evaluation program was introduced. As ATC has evolved, certification, evaluations, and other quality assurance programs have become the primary method of verifying continued support of the National Airspace System and the mission of the USAF.

Objectives

To complete this section of instruction, the following objectives must be completed with minimal assistance. The trainee must establish an understanding of the entire ATC certification process and how it effects a facilities ability to sustain operations. Recommended completion time for this section of instruction is 30 days or 60 hours.

Task	References	Objective
8a Air Traffic Control Certification Process	AFI 13-203, Chap 6 & 8, FAR Part 65, Subpart A & B; FAAO 7220.1A, Chap 5; PCGs; CDP OI	Explain the ATC certification process. Describe the necessary steps to follow to recommend and certify an individual for a position certification/facility rating.
8b Three-level Task Evaluation Procedures	AFI 36-2201, Chap 4; AFI 13-203, Chap 6; CFETP 1C1X1-001	Explain the purpose of conducting a task evaluation on a new apprentice controller. Demonstrate the ability to conduct a task evaluation.
8c ATC Testing Procedures	AFMAN 36-2234, Chap 5; AFI 13-203, Chap 8; FAR Part 65, Subpart A & B; FAA) 7220.1A, Chap 5; PCGs	Explain what purpose tests have in ATC training. Describe each type of test rendered in the ATC certification and operations process.
8d Facility Evaluation Procedures	AFI 13-203, Chap 8; FAAO 7220.1A, Chap 5; FAR Part 65, Subpart B; PCGs; AT-M-03	Explain the purpose of the facility evaluation program and it's impact on ATC training and operations.
8e Supplemental Operations Evaluation Procedures	AFI 13-203, MAJCOM Supplements	Define what a supplemental operational evaluation is and explain its impact on the wing and unit mission. Demonstrate the ability to supervise the facility during a supplemental evaluation.
8f ATC ATSEP/ORI/ORE Programs and Procedures	AFI 13-203, Chap 12; AFI 13-218, AFI 90-201	Explain the purpose of the ATSEP program and how it affects ATC operations. Briefly explain the purpose of an Operational Readiness Inspection and Exercise.
8g Airfield Operations Board (AOB)	AFI 13-203, Chap 12; AT-M-03, Section 1	Explain the concept of the AOB. Identify who is responsible to organize the board and attend. Explain what topics are mandatory to discuss at the AOB

Air Traffic Control Certification Process

The position certification and facility rating process is by far the most grueling part of ATC training and development. It requires individuals to display the ability to recite regulations, recall laundry lists of

detailed information, and apply control requirements referenced in numerous regulations. On top of all this, the trainee is expected to perform each task individually, without the input of other crewmembers.

Though the Chief, Standardization and Evaluation (CSE) is primarily responsible for a facilities quality assurance program, every individual in the control facility plays a specific role in its success. The watch supervisor (WS) is responsible to ensure that each member of his/her crew maintains proficiency at or above the necessary standard in order to support the base flying mission. The WS must make certain that trainees being recommended for certification have met all requirements outlined in military and federal regulations, and can perform adequately to pass a facility evaluation.

The supervisor's role in the certification process does not begin when the controller is recommended for certification. It begins when the trainee first enters upgrade/qualification training. The supervisor creates the learning environment for the individual. That learning environment builds the habits, techniques, and knowledge/performance levels of the trainee.

The WS/SC is responsible for reviewing and signing training evaluations before being submitted for staff review. Evaluations should provide a thorough background on a trainee's progression, to include strengths and weaknesses, through the training program. When a supervisor receives a training evaluation, comments referencing performance and progress should come as no surprise. When the trainee is recommended for certification, the WS/SC is the first in a series of notifications (refer to Figure 8-1). It is imperative that the controller is ready for the evaluation before sending the recommendation forward for coordination. If not, the livelihood of the trainee is placed in jeopardy, and the integrity of the supervisor may be questioned. If there is a question on the trainee's ability, review the information with the trainer and trainee until comfortable that the evaluation request should proceed forward.

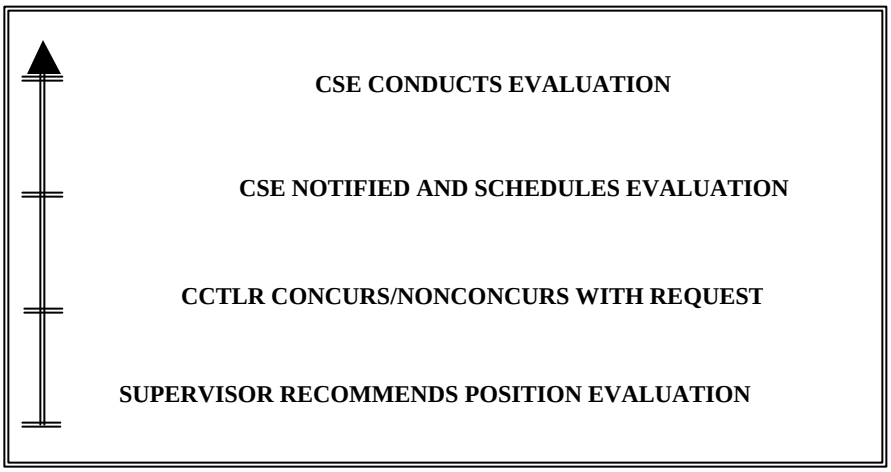


Figure 8-1

The request is normally forwarded to the CCTLR for concurrence/nonoccurrence. If approved by the CCTLR, the CSE/ACSE will normally coordinate with the WS/SC for a date/time to conduct the evaluation. The supervisor must ensure the trainee is not scheduled for other appointments, leave, etc. during the requested time. Ensure that the trainee is aware of the coordinated date/time. On the given day, provide the trainee time to do any last minute preparations for the written test and prepare for the practical evaluation. Be aware that each trainee may have different ways to prepare. For example, one trainee may want to work traffic before testing to work out the bugs, where others may want to stay out of position until it's time for the practical. Try to allow for the trainee's desires, consistent with manning requirements in the facility.

When the examiner is ready to begin, the supervisor must ensure a thorough briefing is given to the trainee and the evaluator as soon as they enter the facility. Make sure that everything is covered in such a way that there is no misunderstanding about equipment, weather, traffic, etc. Brief other crew personnel to be situationally aware and provide the trainee and evaluator all the assistance necessary for an effective examination.

Throughout the evaluation period, ensure the trainee is working in the same environment that was encountered during training. For example, if the coordinator position is rarely open, do not open it for the evaluation unless the traffic situation dictates its use. Adding the coordinator position during slow traffic periods could add stress to an already stressful situation. It is prudent to attempt to put a strong controller in the opposing position (i.e. assist for radar rating or vice versa) to give the trainee the best chance for success. However, do not allow rated controllers on the crew to overcompensate and conduct duties the trainee should be performing for the evaluation.

The evaluator will conduct a thorough briefing for the trainee describing the entire process and how each item will be evaluated. The supervisor should listen to this briefing since it can offset the stressful reactions of the trainee. The evaluator will explain their role in the certification process and specifically how the evaluation will occur, i.e., oral questions, open-book versus closed-book, etc. Finally the evaluator will explain what constitutes an automatic failure such as airspace violations, separation errors, and overall actions that place an aircraft in an unsafe situation.

Evaluation criteria should be of no surprise to the supervisor. The evaluator will ensure the trainee meets requirements of FAAO 7220.1 and applicable AFJQS. Accomplish the knowledge evaluation by using the CTO and ATCS examiner developed facility rating tests, based on the objectives established in the PCG. Observe the trainee's performance for a reasonable period under normal working conditions using the standards in the PCG. When the evaluation is complete, allow the trainee and CSE/ACSE adequate time to debrief on the events that occurred throughout the certification process. In addition, the CSE/ACSE should brief the WS/SC about the results of the certification, emphasizing any strengths or weaknesses. This will provide an overview of actions the evaluator will take (refer to Figure 8-2).

	PASS	FAIL	POSITION CERTIFICATION
TOWER	- Document evaluation on AF Form 623a - Issue FAA Form 8060-4 - Document rating on AF Form 3622	- Document evaluation on AF Form 623a	- Document evaluation on AF Form 623a - Document position certification on AF Form 3622
RADAR	- Document evaluation on AF Form 623a - Document on ATCS certificate and AF Form 3622	- Document evaluation on AF Form 623a	- Document evaluation on AF Form 623a - Document position certification on AF Form 3622

Figure 8-2

Upon completion of the evaluation, the CCTLR will be notified of the results. If the evaluation is a failure, the trainee must be reentered into position certification training focusing on the items found deficient during the certification. When the supervisor is assured that the trainee has mastered those items, the reevaluation process is repeated. If the evaluation is a success, the supervisor still has a responsibility to the process and the trainee. The supervisor must ensure that review training is conducted

and documented on any item found deficient in the evaluation. It is very common for trainees to pass a certification and still have areas needing improvement.

Position	Trainee	Evaluator	Weather, NOTAMs, Equipment Outages, Traffic Conditions

Date	Start	Stop	Exam Score

Procedures		*Position Relief*	
Separation ensured		Utilized Checklist	
Appropriate sequencing		Thorough briefing	
Situational awareness maintained			
Aircraft identification maintained		***Stripmarking***	
Positive control judgment		Timely	
Positive control of traffic		Neat and readable	
Maintained airspace integrity		In accordance with directives	
Prompt action taken to correct errors			
Identification Methods		***Equipment***	
Hand-off procedures		Status properly maintained	
Complied with local procedures		Properly used and adjusted	
Issued necessary traffic information timely		Radar Alignment	
Coordination timely and appropriate		Radar Presentation	
Communications clear and concise		Radios	
Standard phraseology adhered to		Landlines	
Course guidance		FM Net	
Glidepath advisories		AWDS – Automated weather dissemination system	
Trend Information timely and accurate		FMQ-13 Wind Indicator	
Breakout and climb-out instructions issued		PAR turn-around procedures	
Issued weather and/or airfield conditions		Operate airfield lighting	
Solicit/relay PIREP information		Operate light guns	
Issued taxi instructions correctly			
Scanned runway and movement areas			
Voice quality			
Speech rate			
PASS		***FAIL***	

REMARKS

Post Evaluation Actions			
ATCS		*CTO*	
AF Form 3622		*AF Form 623*	
Notify CCTLR		*Notify Crew Watch Supervisor*	

Figure 8-3

Three Level Task Evaluation Procedures

The purpose of the task evaluation is to evaluate the adequacy of formal training (334th Training Squadron) by comparing what the trainee knows or how they perform to the standards in the Specialty Training Standard (STS) portion of the CFETP. The task evaluation is the only means of feedback the schoolhouse has to assess the graduate's ability after leaving Keesler. It must be conducted on all apprentice controllers prior to beginning any training towards a facility rating. The graduate's immediate supervisor completes the task evaluation.

It is extremely important to complete the task evaluation as soon as possible on the apprentice controller. Delaying the process places the trainee in difficult situation. Their knowledge level is at its peak as soon as they arrive at the control facility. Waiting two or three weeks to conduct the evaluation only decreases that knowledge level and may result in some deficient items. Additionally, the trainee cannot begin upgrade training until the task evaluation is complete.

The task evaluation can be conducted using the Field Evaluation Questionnaire (FEQ) or if one is not received, through a locally developed methodology. Evaluate apprentice controllers according to the 3-level technical school standards outlined in Part II of the CFETP. Though it is important to hold the trainee accountable for the knowledge gained while in technical school, avoid holding the trainee responsible for a knowledge level associated with the 5-skill level. Discrepancies must be reported through the comment section of the FEQ, or by calling the Customer Service Information Line (CSIL) at Keesler AFB. Ensure the task evaluation is annotated in the trainee's AF Form 623.

Air Traffic Control Testing Procedures

Testing in air traffic control focuses on using a variety of means for gathering data to make judgments about the success of the trainee, the effectiveness of a training program, and the capabilities of a facility. Tests can determine what is taught, how it is taught, and even what is learned. This influence can lead to focusing on specific topics over others of the same importance, centers on ATC skills most easily measured by an existing test, and dampers creativity of trainers to train all subjects effectively.

One of the primary duties of the CSE is to measure whether an individual is capable to perform the duties of an air traffic controller. It includes much more than observing an individual keying up on a headset and directing aircraft to specific locations. If controllers perceive that a test is important, it will influence their actions whether the test is important or not. Tests must be written to a level that accurately measures controller knowledge and be safeguarded so compromise does not degrade the effectiveness of the product. Supervisors must be familiar with each type of facility testing program. Training should be adjusted so trainees and rated controllers are able to successfully pass each examination whether it is a block test, certification, or proficiency test.

The most common type of test used in ATC operations are predictive tests. Predictive tests measure the capability of an individual to proceed or continue to the next level of training or operations. For example, if a trainee can accurately fill in ten approach plate diagrams, he/she will likely be able to recite and use that information in an operational environment versus a trainee who cannot. The same example holds true for proficiency tests. Controllers who fail a proficiency examination are less likely able to perform that specific function in an operational environment than someone who passes the examination.

The certification test is the primary tool to assess a trainee's knowledge level set forth in a PCG. Certification tests serve to identify and correct problems or weaknesses in the training program, indicate whether a group of trainees are performing up to standards on specific objectives, and indicate trainer proficiency. A certification test is another form of a predictive measurement. When an individual is

recommended for position certification, he/she must pass a certification test prior to entering the actual performance evaluation.

The supervisor is responsible to ensure controllers pass all facility examinations given to the crew. By allowing each individual ample time and resources to prepare for the examination, and following up on their preparation will help ensure passing scores. In the event a controller fails an examination, it is important the supervisor personally assists in review training on the topics missed. Failing a test should not be grounds for extra duty, or mistreatment, but used as a learning experience for the entire crew.

Facility Evaluation Procedures

Periodic facility checks, also known as crew evaluations, allow the CSE to evaluate the effectiveness of the training program from inside the continuous improvement process. The CSE conducts periodic facility evaluations to ensure adherence to facility operating directives and standard application procedures. This is probably the most important aspect of the CSE function, since it validates the ISD process from start to finish and ensures the best possible service to the customer. Supervisors must be familiar with the CSE checklist (refer to example in Figure 8-4) in order to ensure crew compliance. Compliance with the checklist should be commonplace, not just during the evaluation.

DATE	START TIME	END TIME	WEATHER	OUTGOING CREW	INCOMING CREW	TRAFFIC LEVEL & COMPLEXITY

EVALUATION ITEMS	OBSERVATION		REMARKS
	SAT	UNSAT	
Crew Application of CRM Principles			
Application of standard phraseology			
Crew change procedures			
Application of separation criteria			
Inter/intra facility coordination			
Position awareness			
Use of checklists			
Weather reporting procedures			

Figure 8-4

Facility evaluations usually begin during the pre-duty familiarization briefing and are normally unannounced. This allows the CSE to evaluate the crew without any prior notification. Each process is evaluated for safety, effectiveness, and adherence to ATC policies and procedures. It is important not to introduce processes or techniques that the crew is not familiar with during the evaluation. The evaluator will pick up on this and question specific controllers on the subject. Supervisors who practice sound and consistent control and administrative procedures will usually perform excellent during a facility evaluation.

Supplemental Operations Evaluation Procedures

The supplemental operations evaluation provides CCTLRs and ATC managers with useful feedback on the quality and responsiveness of the local ATC system. The AOF/CC, or representative, will normally establish a supplemental evaluation program to meet the requirements of the local ATC environment. Typically, supplemental evaluations are conducted quarterly and take one of the following forms:

- ✈ Coordination through a local flying unit to have a pilot conduct the evaluation. Clearly define the pilot's role in the evaluation process and limit and set up exact parameters of their participation. Under no circumstances shall a pilot execute unusual maneuvers under the guise of controller evaluation without concurrence/coordination of local ATC managers.

- ✈ Coordinate with local flying units to provide space on locally assigned aircraft so an evaluator may periodically observe ATC services from an airborne perspective. Consider local aeroclub aircraft when identifying locally assigned aircraft.

- ✈ Conduct a tape review of a specific emergency, situation, or period during a shift.

Date:	Start Time:	Stop Time:	Mission Profile: IFR/VFR
Departure RWY	Arrival RWY:	Type Aircraft:	Pilot: DP:
OPERATIONAL EVALUATION			
Taxi/Ground Operations Questions		***Results***	
		SAT	UNSAT
1. What is the correct phraseology to instruct me to taxi to the active runway, but hold short of an inactive runway along the route?			
2. If the ceiling is 600 and visibility 1 mile, name the taxiway and location of my hold short point for the active runway.			
Airborne Operations Questions			
1. What are the criteria to conduct an opposite direction approach?			
2. What information is issued for a pilot unfamiliar with the approach procedure?			
General Impression of the ATC system			
1. Are you satisfied with the overall service received?			
2. Was the pilot/controller communication process satisfactory?			
3. Were your requests for service handled expeditiously?			
Additional Comments		***Remarks***	
NOTE: This checklist may be further broken down or allocated between tower and/or radar facility if you so choose.			

Figure 8-5

The watch supervisor should understand that it is important to provide high quality service at all times. The evaluator may or may not brief the profile before it takes place so that facilities can prepare for the scenario. A checklist is normally used by the evaluator to ensure complete advantage can be taken of the flight profile (refer to Figure 8-5). The WS/SC must ensure that the supplemental operational evaluation runs smoothly but not at the expense of other traffic. Supplemental evaluations are just that, supplemental. They should not receive higher priority than other traffic, but rather should be considered as part of the normal flow of traffic. Take the opportunity to brief the crew both before (if able) and after the evaluation. This provides the supervisor an opportunity to discuss strengths as well as weaknesses identified during the evaluation. When the official evaluation is published, ensure the crew has an opportunity to review it and take any corrective actions necessary.

Air Traffic System Evaluations and Operational Readiness Inspections/Exercises

Air Traffic System Evaluation Program

The Air Traffic System Evaluation Program (ATSEP) evaluates the ability of the air traffic system to meet standards and operational requirements of civil and military users IAW AFI 13-218, *Air Traffic System Evaluation Program.* All USAF, USAF Reserve, Air National Guard, USAF civilian, contract locations, and Host Nation locations (where USAF has functional responsibility) are subject to this program at least once every 24 months.

The ATSEP analyzes all pertinent areas that are a part of, or directly affect, the air traffic system and evaluates the quality of service and support (e.g., Weather, Civil Engineering, ATCALS maintenance, Safety office, etc.) provided to users. It also determines compliance with air traffic control and airfield management standards using a detailed evaluation checklist published in AFI 13-218 (refer to Figure 8-6). Additionally, AOF personnel are given a closed book, general knowledge test.

Evaluators will: observe airfield operations, interview key personnel from wing organizations and adjacent airports, review local airfield procedures and documentation, conduct testing, and evaluate ATCALS maintenance support. MAJCOM or USAF ATCALS maintenance, civil engineering, safety, and weather personnel normally participate as ATSEP team members to ensure in-depth evaluation of air traffic system support functions.

ATSEP EVALUATION AREAS

Air Traffic Control Operations	Airspace configuration
Terminal instrument procedures (TERPS)	Interface with adjoining air traffic facilities
Airfield management and base operations	ATCALS support
Civil Engineer support of ATCALS, TERPS, and Airfield Maintenance requirements	Awareness programs: public relations, midair collision avoidance, Bird aircraft strike hazard, etc
Weather support	Specialized requirements (local directives)

Depicts only minimum requirements.

Figure 8-6

ATSEP results are published in a report within 30 days. Observations and UNSAT Special Interest Items are tracked at the Airfield Operations Board and must be closed by the MAJCOM/DO.

A follow up evaluation may be conducted as deemed necessary by the MAJCOM staff. Normally, this determination will be based on the number and potential/actual impact of system deficiencies identified during the evaluation. If a follow-up evaluation is required, it will be completed within 12 months of the original ATSEP. During follow-up evaluation, team members will assess the unit's progress in correcting deficiencies and offer further recommendations.

The facility supervisor is pivotal in the success of the evaluation. Though many evaluation items can be completed without even entering the control facility, the most serious evaluation items evolve around observing crews in action. Ensure controllers are aware of the impact of the evaluation and render all necessary customs and courtesies to team members.

Operational Readiness Inspections/Exercises

Major commands are responsible to train and equip bases and personnel to rapidly deploy worldwide and provide sustainable air supremacy. To evaluate this capability, MAJCOMs are responsible to develop independent assessments and inspections to provide the Secretary of the Air Force a status of each unit and combat readiness of the force. The result is a set of guidelines that are exercised at the unit level (ORE) and inspected by the MAJCOM through Operational Readiness Inspection (ORI) criteria.

Common-core criteria are established by the USAF Inspector General (IG) which all MAJCOMs must evaluate during ORIs or other inspections. This ensures unified commanders can meet wartime and contingency requirements. Additionally, the MAJCOM IG will add mission specific criteria to the checklist for inspection purposes. The primary focus must be on mission performance. Attention is not only focused on ATC wartime capabilities, but on response capability, urgency, and non-ATC knowledge (refer to Figure 8-7).

Date	Start Time	Stop Time	Exercise Condition	MOPP Level

Nature of Exercise:

EXERCISE EVALUATION			
Initial Response	***Results***		***Remarks***
	SAT	UNSAT	
1. Did all facility personnel take immediate action once informed of the exercise condition (if applicable)?			
2. Was a sense of urgency displayed?			
Response Actions			
1. Did facility personnel utilize the correct checklist immediately upon notification			
2. Were all procedures completed?			
3. Were all necessary notifications made in the required order?			
Safety			
1. Were exercise condition reactions made in a safe manner so to not to harm personnel or equipment?			
2. Was a safety observer available if all personnel were in full chemical ensembles?			
Additional Comments			
NOTE: This checklist may be expanded to include air traffic control, chemical protection, self-aid-buddy care, UXO, and other procedures according to facility requirements and CSE experience.			

Figure 8-7

Though the above checklist is focused on ATC criteria, other broader areas of response capability are inspected. For example, command and control, aircraft generation, deployment, and physical security. Control operations may not have a direct bearing on the total success of each category, but it does have an effect on the capability of other units to fulfill their mission. The supervisor must ensure the crew is aware of their duties and responsibilities during an ORE/ORI and show a deep sense of urgency throughout (refer to Figure 8-7). For more information on the unit's and/or facilities responsibilities during an ORI, refer to any local operating instructions or the base IG.

Airfield Operations Board (AOB)

The Airfield Operations Board is probably the most important wing level forum for discussing operational support issues. It is a quarterly forum designed to bring together processes and personnel that support the wing flying mission. It serves as an opportunity for wing and group leadership to stay up to date on local flying trends and observations while allowing different base agencies to interact on a quarterly basis. The AOF/CC is the normal point of contact and is responsible to prepare the agenda, record the minutes, and ensure that the appropriate agencies are represented at the meeting. The board is chaired by the Operations Group Commander (OG/CC) who appoints a board membership that must include the following agencies or personnel:

- Flying Organizations
- Flight Safety
- Airfield Management
- Communication Units
- Aero Club Manager
- Civil Engineering
- Wing Standardization/Evaluation
- ATC Operations
- TERPS
- Weather
- Airspace Manager
- Other ATC Agencies

The AOF/CC must develop an agenda prior to the AOB. It should be sent out to all board members to ensure affected agencies can prepare for discussion and answer questions pertaining to specific airfield issues. As a minimum, the agenda must address the following issues:

✈ *Airspac*e - Issues affecting all airspace both within the confines of the control facility and other adjacent airspace. An annual review is required, although when any airspace issue surfaces it is immediately brought to the board for discussion.

✈ *ATC/Flying Procedures* – As approach information changes, or new approaches are developed or rescinded, the issue must be brought to the attention of the Board. In addition to alerting different base directorates, consequences and recommendations are discussed for future impact.

✈ *Military/FAA/Host Nation Concerns* – Many issues affecting mission effectiveness surface on a routine basis. Environmental compliance, noise abatement, airshows, and exercises are just a few topics discussed throughout this agenda item.

✈ *Airfield Operations Flight Staffing and Proficiency* - Air traffic and airfield management staffing levels are crucial to the wing's mission. The OG/CC and other base officials need to be aware of the current and future staffing levels for continued service reliability and when scheduling future airspace events. Proficiency concerns are focused on the ability of the current cadre of controllers to handle current and future mission requirements. Additional flying or resources.

- *Air Traffic Control and Landing System (ATCALS)* – Wing operations are dependent on efficient navigational aids. During the AOB, flight discussion is focused on the operational status of navigational aids, flight inspections, equipment outages, and the installation of new equipment.

- *Airfield Environment* – Airfield Management, Civil Engineering, and Wing Safety provide a review of airfield activities, current problems, and anticipated airfield challenges. A review of airfield waivers allows each flying representative an opportunity to learn the status of the landing area. Other areas of concern include Foreign Object Damage (FOD), Bird Aircraft Strike Hazard (BASH), and trend data collected by pilots.

- *Hazardous Air Traffic Reports* – Any hazardous air traffic reports filed during the quarter are presented to the board with the actual disposition of the report. Any trends developing due to specific operations are discussed and appropriate board members make recommendations.

- *Air Traffic Control System Evaluation Program* – All items found unsatisfactory from the previous system evaluation are discussed at the board. Recommended fix actions are presented. When a topic is considered satisfactorily corrected, the item is forwarded for closeout.

- *Base Instructions* – All letters of agreement, operating instructions/letters, and other country/base-derived documents must be reviewed and/or updated on an annual basis. The AOB tracks the review status of each publication and provides a forum for discussion and suggestions.

WRITTEN REVIEW EXERCISE

1. The _____ has the primary responsibility for a control facilities quality assurance program.

2. The _____ _____ is responsible to ensure that each member of the crew maintains the proper control proficiency to meet the base flying mission.

3. What steps are taken if an apprentice controller fails an initial approach certification?

4. Explain how to conduct a task evaluation on a new apprentice controller.

5. T or F. Discrepancies found during a task evaluation need only be reported if a Field Evaluation Questionnaire (FEQ) arrived for the trainee.

6. What occurs when trainers and/or trainees get to know the items covered on block/certification tests?

7. Explain what a predictive test accomplishes in ATC training and certification.

8. List three potential benefits of a certification test.

9. T or F. (circle one). Aircraft engaged in supplemental operations evaluations have priority over other wing aircraft flying in the pattern.

10. Results from an ATSEP evaluation must be published within _____ after the evaluation.

PRACTICAL REVIEW EXERCISE

1. When an apprentice controller arrives, coordinate to conduct the task evaluation (if no apprentice controllers are assigned to the location, conduct a simulated evaluation on a rated controller). The trainer must be present during the evaluation in order to ensure the effectiveness of the event. After completing the evaluation, discuss the results with the trainer. Be sure to properly report any deficient items discovered during the evaluation.

2. With the concurrence of the CCTLR, assist the CSE in preparing a monthly proficiency test. Ensure the CSE explains the process for proficiency test development. Once complete, submit the test to the CSE for review and recommendations. After the proficiency cycle is completed for that month, retain a copy of the test until the 7-skill level is awarded.

3. With the concurrence of the CCTLR, assist the CSE in a crew/facility evaluation. Ensure the CSE explains the process followed during the evaluation. Once complete, prepare a report on the results of the evaluation. Submit the report to the CSE for review and recommendations. Retain a copy of the report until the 7-skill level is awarded.

4. Conduct a supplemental operations evaluation. With the concurrence of the CCTLR, attempt to secure a ride on a base aircraft to conduct the evaluation. If not, consult with the CSE, and review a portion of tape recording that has either increased or normal traffic levels. Ensure the CSE explains the process followed during the evaluation. Once complete, prepare a report on the results of the evaluation. Submit the report to the CSE for review and recommendations. Retain a copy of the report until the 7-skill level is awarded.

5. Using AFI 13-218, conduct a facility evaluation referencing the appropriate checklist items contained in the instruction. Prepare a report on the findings (using a format prescribed by the trainer) and submit it to the trainer for discussion and editing. Once the report has been finalized, submit it to the CCTLR for review and recommendations. Retain the report until the 7-skill level has been awarded.

6. Attend the next wing Airfield Operations Board. After completion, write a summary on the topics discussed that affect the control facility. Discuss the paper and AOB results with the trainer. The focus of the discussion should be on content, relevance, and impact. Maintain the trip summary until the 7-skill level has been awarded.

SECTION NINE

EMERGENCY PROCEDURES

Air traffic controllers thrive on the stressful environment created when numerous aircraft attempt to fill a relatively small amount of space. Nothing compares to the exhilaration a controller feels when everything goes smoothly as each aircraft is afforded maximum service while landing safely. Even the unannounced pilot or controller deviation, when handled professionally, adds to the excitement of the operation. However, when an urgent or distressful situation arises, controllers react as though it is the most important operation of the day, providing clear, concise instructions and information to diffuse the scenario. Years of controller training provide the foundation for individuals to react instinctively to emergency situations. As a supervisor, the responsibility becomes more varied, as the reactions of each crewmember must be effectively orchestrated into one fluid response.

Objectives

To complete this section of instruction, the following objectives must be completed with minimal assistance. The trainee should become familiar with the watch supervisor's responsibilities during an emergency situation and with other programs dealing with safety of flight issues. Recommended completion time for this section of instruction is 15 days or 30 hours.

Task	References	Objective
9a Use of Emergency Checklist	AFI 13-203, para 11.4, 11.5, & 11.7; AFI 91-206; AT-M-03	Explain the importance of an emergency action checklist. Describe the supervisor's role in an emergency situation. Demonstrate the ability to use an emergency checklist and record the event accurately.
9b HATR Reporting and Procedures	AFI 91-202, Attachment 3, AF Form 651, FAAO 7110.65, para 2-1-26; AT-M-03	Explain the purpose of a Hazardous Air Traffic Report. Describe the correct recording and reporting procedures. Demonstrate the ability to complete an AF Form 651 and disseminate it accordingly.
9c NMAC Program	AIM, para 7-6-3; AT-M-03	Explain the Near Midair Collision Reporting Program.
9d MFD Procedures	AT-M-03	Explain the process of Military Facility Deviations.
9e Bomb Threat Reporting and Procedures	AT-M-03; AF Form 440	Explain correct reporting procedures for facility and aircraft bomb threats. Demonstrate the ability to record and disseminate bomb threat information to the appropriate personnel and facilities.
9f Mishap Prevention and Reporting Procedures	AFI 91-202; AF Form 457; AFI 13-203, para 11.5; AT-M-03	Explain the concept of aircraft and airfield mishaps. Describe the correct recording and reporting procedures. Demonstrate the ability to record and report an aircraft and airfield mishap.

Emergency Checklists

Emergency situations occur on two levels in ATC operations; in-flight and ground emergencies (refer to Figure 9-1). The supervisor's role in each is pivotal. Each controller on crew has a specific responsibility in an emergency situation. The supervisor must ensure the actions of each controller blend seamlessly together in order to recover the aircraft safely and in a timely manner. Though the pilot in command of an emergency aircraft is directly responsible for and is the final authority on the operation of the aircraft, the watch supervisor is responsible for the actions of individual controllers.

Figure 9-1

Because of the infinite variety of possible emergency situations, specific procedures cannot be prescribed. A watch supervisor must pursue a course of action that appears to be most appropriate under the circumstances. The most effective way to ensure proper performance is through the use of emergency action checklists (refer to Figure 9-2).

Public Release of Accident/Incident Information

When an accident or incident occurs, the watch supervisor must notify ATC leadership listed in local directives. The supervisor must immediately safeguard all records (position logs, flight progress strips, etc.), request a local weather observation, and remove, label, and store any appropriate recording material. The CCTLR or AOF/CC will determine controller involvement as soon as possible. If an individual is found to be a contributing factor in the incident, the controller is relieved of duty pending a flight surgeons review.

AOF/CC's file and maintain official copies of written and recorded records pertinent to alleged flying deviations. Certain preliminary facts pertaining to an accident may be released by a military ATC facility to wing flight safety personnel as soon as the facts are known. Timely coordination and maximum cooperation between the control facility and the investigating authority concerning aviation safety matters are vital to the prevention of aircraft accidents. Airfield operations commanders should cooperate to the maximum extent possible to make factual information available to the investigating agency. If the supervisor releases any information, immediately contact the CCTLR and AOF/CC.

The majority of the time, oral or written statements provided to a military aircraft incident are usually informal, not made under oath, and may be made with the assurance that the statement will be used only for aircraft prevention and will not be released for any purpose. This assurance is given so that the investigating board may be provided with complete and candid information about the incident. Controllers may seek legal counsel before making statements or providing testimony to accident investigators. Though controllers may refuse to answer any questions that point to self-incrimination, they may not refuse to answer questions simply because their answers may adversely affect another controller.

AIRCRAFT EMERGENCY CHECKLIST

INITIAL DATA

DATE: _____ RWY IN USE: _____
TIME: _____ CRASH PHONE: _____
TYPE: INFLIGHT / GROUND (CIRCLE ONE) SECONDARY CRASH: _____

MINIMUM INFORMATION REQUIRED

AIRCRAFT IDENTIFICATION: _____
AIRCRAFT TYPE: _____
NATURE OF EMERGENCY: _____
PILOT DESIRES: _____

INFORMATION AS NECESSARY

FUEL REMAINING: _____
NUMBER OF PERSONS ON BOARD: _____
ALTITUDE: _____
PILOT IFR CAPABILITY: _____
TIME/PLACE LAST KNOWN POSITION: _____
HEADING SINCE LAST KNOWN POSITION: _____
AIRSPEED: _____
NAVIGATION EQUIPMENT CAPABILITY: _____
NAVAID SIGNAL RECEIVED: _____
VISIBLE LANDMARKS: _____
AIRCRAFT COLOR: _____
DEPARTURE POINT: _____
DESTINATION: _____
EMERGENCY EQUIPMENT ON BOARD: _____

FOLLOW UP DATA

TIME AIRCRAFT LANDED: _____
TIME EMERGENCY TERMINATED: _____

Figure 9-2

Hazardous Air Traffic Report Program

The hazardous Air Traffic Report (HATR) program is a vital process in military and civilian aviation. Though historically thought of as a management tool to access blame for unsafe controller practices during aircraft movements, it's actually the primary tool used by the Air Force for accident prevention.

The HATR program was established in June 1976 to solve problems with the existing Hazard Report (HR) system. The HR system was failing to meet the time critical demands of an ATC incident. By the time an investigator started processing a report, it was not unusual for ATC tapes and other records to be overwritten or disposed of. Without this data, it was practically impossible for the investigator to recreate an accurate picture of an incident. The primary purpose of the HATR program was to establish a timely reporting and investigating system for near midair collisions (NMAC) and other hazardous air traffic

control related incidents or conditions. The HATR program has evolved into a process that allows pilots and controllers to candidly express information about aircraft operations in order to create a more efficient working environment.

The wing safety office administers the HATR program. Although it is designed to provide immunity to specific participants, certain criteria must be met. For immunity from punishment, a controller must have not committed a criminal offense during the incident or to facilitate the incident to occur. The controller must immediately report the incident and not have deliberately violated a policy or regulation. Finally, the individual could not allow the incident to occur if prior knowledge was apparent. All reports are investigated. Reportable incidents include but are not limited to:

- NMAC: Aircrew took abrupt evasive action to avoid a collision or would have taken evasive action if circumstances allowed. NOTE: The term AIRMISS is often used in Europe for such incidents.

- Communications or navigation aids (NAVAID) anomalies: Any equipment indication that did or could contribute to a hazardous air traffic condition.

- Hazardous procedures: Any system, publication, or directive that did or could contribute to a hazardous air traffic condition.

- Hazardous ground incidents: Any occurrence, including vehicle operations, on the movement area that endangered an airborne aircraft or an aircraft on the ground.

- Hazardous air traffic conditions: Less than required separation existed between aircraft IAW all applicable directives or any occurrence that did or could compromise flight safety to include pilot deviations.

Anyone aware of a reportable incident can file a HATR. Report the details on AF Form 651 within 24 hours to the base safety office (Refer to Figure 9-3).

Pilot Deviations

Occurrences involving aircraft deviations involve more than completing an AF Form 651. When it appears that the actions of a pilot constitute a deviation, the watch supervisor will instruct the controller involved to:

- Notify the pilot, workload permitting, using the following phraseology "(aircraft identification). possible pilot deviation, advise you contact (facility) at (telephone number)"

- Compile information pertinent to the incident

- Document the incident on AF Form 3616

- Complete a HATR Form

HAZARDOUS AIR TRAFFIC REPORT (HATR)
(THIS FORMIS SUBJECT TO THE PRIVACY ACT OF 1974--SEE ITEM 22 ON REVERSE)

REPORT CONTROL SYMBOL

INSTRUCTIONS
This form is to be completed by the individual initiating the report. This report is required for all reportable conditions identified in AF1 91-202, Attachment 3. Complete all appropriate portions of the form. If pertinent data are not available, make an appropriate comment in the narrative. The safety office investigating the occurrence will complete those portions that cannot be filled in by the reporting individual. Turn in the report to the nearest USAF Safety Office or Base Operations. If circumstances make this impractical and communications permit, information may be transmitted to the safety office of the base where the hazardous condition occurred or to home station. Due to the perishability of air traffic control records, this report should be processed as soon as possible. Priority precedence is appropriate.

1. CONDITION REPORTED
☐ NMAC ☐ AIR TRAFFIC SERVICES ☐ PILOT PROCEDURES ☐ NAVIGATIONAL AIDS ☐ PUBLICATIONS/DIRECTIVES ☐ COMMUNICATIONS ☐ FLIP/NOTAMS ☐ VEHICLE ☐ OTHER (Specify) _____ _____

2. DATE AND TIME OF OCCURRENCE	YEAR	MONTH	DAY	TIME *(L)*

3. LOCATION	RADIAL AND DME	FROM *(Facility ident and airport)*	ICAO IDENT

4. ALTITUDE/FL	5. TYPE OF AIRSPACE *(Class A – G, MTR, etc.)*	7. WX CONDITIONS AT FL ☐ VMC ☐ IMC	8. FACILITY RECEIVING AIRBORNE REPORT AND TIME *(L)* RECEIVED

FACTUAL DATA *(Aircraft 2 is other aircraft involved)*

AIRCRAFT 1	AIRCRAFT 2
9. TYPE/MODEL/SERIES	9. TYPE/MODEL/SERIES ☐ UNKNOWN
10. IDENTIFICATION/CALL SIGN	10. IDENTIFICATION/CALL SIGN ☐ UNKNOWN
11. MAJCOM, UNIT AND HOME STATION	11. MAJCOM, UNIT AND HOME STATION
12. AIRDROME OF DEPARTURE	12. AIRDROME OF DEPARTURE
13. DESTINATION AIRDROME	13. DESTINATION AIRDROME
14. FLIGHT PLAN ☐ IFR ☐ VFR ☐ SVFR ☐ NONE	14. FLIGHT PLAN ☐ IFR ☐ VFR ☐ SVFR ☐ NONE ☐ UNKNOWN
15. COURSE/HEADING/ROUTE	15. COURSE/HEADING/ROUTE
16. CONTROLLING AGENCY	
NAME ☐ NONE	NAME ☐ NONE ☐ UNKNOWN
☐ USAF ☐ USN ☐ USA ☐ FAA ☐ HOST NATION ☐ TOWER *(VFR)* ☐ DEP CON ☐ APP CON ☐ ARTCC ☐ GCA ☐ GCI ☐ RBS _____ ☐ RSU _____ ☐ OTHER	☐ USAF ☐ USN ☐ USA ☐ FAA ☐ HOST NATION ☐ TOWER *(VFR)* ☐ DEP CON ☐ APP CON ☐ ARTCC ☐ GCA ☐ GCI ☐ RBS _____ ☐ RSU _____ ☐ OTHER
17. AIR TRAFFIC SERVICES	
RADAR SERVICE ☐ NONE ☐ MONITOR ☐ VECTORS	RADAR SERVICE ☐ NONE ☐ MONITOR ☐ VECTORS

18. FLIGHT ACTIVITY *(Check all applicable) (Aircraft 2 is other aircraft involved)*

AIRCRAFT 1 2	AIRCRAFT 1 2	AIRCRAFT 1 2
☐ ☐ TAXI	☐ ☐ CRUISE	☐ ☐ DESCENT TO *(Alt)*
☐ ☐ TAKEOFF	☐ ☐ HOLDING	☐ ☐ CLIMB TO *(Alt)*
☐ ☐ LANDING	☐ ☐ MTR	☐ ☐ SID *(Name)*
☐ ☐ DEPARTURE	☐ ☐ FORMATION	
☐ ☐ ARRIVAL	☐ ☐ TACTICAL *(Refueling, ACM, etc.) (Specify)*	
☐ ☐ ENROUTE		
☐ ☐ FINAL APPROACH		☐ ☐ INSTRUMENT APPROACH (Name)
☐ ☐ LOW APPROACH		
☐ ☐ MISSED APPROACH		
☐ ☐ TFC PATTERN *(VFR)*		
☐ ☐ ACROBATICS		☐ ACTIVITY UNKNOWN

Figure 9-3

19. SPECIAL FACTORS INVOLVED *(Check all applicable) (Elaborate narrative)*

☐ AIRCRAFT CONSPICUITY	☐ CLOUD PROXIMITY	☐ AIR TRAFFIC CONTROL PROCEDURES
☐ EMERGENCY	☐ FLIGHT CONDITIONS	☐ AIR TRAFFIC CONTROL VOLUME OR COMPLEXITY
☐ WEATHER CONDITIONS	☐ EQUIPMENT STATUS	☐ AIR TRAFFIC CONTROL FACILITY MANAGEMENT
☐ OTHER(S) (Specify)		

20. NARRATIVE

21. REPORTING INDIVIDUAL			
NAME *(Optional)*: _____	☐ PILOT	☐ AIR TRAFFIC CONTROLLER *(Specify AF, NAVY, FAA, etc.)*	☐ OTHER *(Specify)*

AUTHORITY: 10 U.S.C. 8012.
PRINCIPAL PURPOSE: Information is used in the investigation of the reported condition and is solely for the purpose of mishap prevention and will not be the basis for disciplinary action.
ROUTINE USES: Used to assist in the investigation of the circumstances that developed into an alleged hazardous air traffic condition and to compile statistics on USAF hazardous experiences for analysis and determination of hazard reduction measures. Information contained on this form will be used in the NASA Aviation Safety Reporting System which utilizes deidentified data in aviation safety research. Information contained hereon may be disclosed to any USAF component and, upon request, to other DOD, Federal, State, and local agencies in the pursuit of their official duties,
DISCLOSURE IS MANDATORY: Failure to report hazardous conditions within the time limit prescribed in AF1 91 - 202, Attachment 3 could negate the provision of immunity from disciplinary action. Failure to provide the information may prevent investigation sufficient to eliminate a hazardous air traffic condition.

Figure 9-3 (Continued)

Military Facility Deviations

A Military Facility Deviation (MFD) report is similar to a HATR and is designed to enhance the overall safety of the ATC system. Controllers in an FAA facility file it when they observe a military facility deviate from established ATC procedures. The FAA must file reports within 10 days of the event. Copies are sent the FAA Headquarters, the commander of the involved facility, and AFFSA.

When a unit receives an MFD, the AOF/CC must respond through FAA channels and provide an information copy to their respective MAJCOM within 7 days. Military controllers are afforded the same opportunity to comment on services provided by a FAA facility. The best avenue to initiate this is through the Air Force representative assigned to the FAA Regional Headquarters.

The watch supervisor must be aware of any situation that would warrant the FAA to file an MFD against a military control facility. It is in the interest of the base, unit, and mission that supervisors annotate any control practice or pilot action that could be questioned as a safety issue, no matter how minor. This process is not intended to hang military controllers out to dry for control actions, but maintain an accurate record of facility operations in order for senior leadership to respond to the report.

Near Midair Collisions

A near midair collision is defined as an incident associated with the operation of an aircraft in which a possibility of collision occurs as a result of proximity of less than 500 feet to another aircraft, or a report is received from a pilot or a flight crew member stating that a collision hazard existed between two or more aircraft. Though rarely seen, the ATC supervisor must be aware of any potential near mid air collision situation in the facility. It is not the responsibility of the watch supervisor to report a potential situation though it is recommended to annotate all details of the occurrence on AF Form 3616.

It is the responsibility of the pilot and/or flightcrew to determine whether a near midair collision did actually occur and, if so, to initiate a report. Aside form a possible HATR, a Near Midair Collision (NMAC) Report should be filed. The primary purpose of the NMAC program is to provide information for use I enhancing the safety and efficiency of the National Airspace System. Data obtained from NMAC reports are used by the FAA and the military to improve the quality of services to users and to develop programs, policies, and procedures aimed at reducing near midairs.

In cases where one or more of the involved aircraft was being provided ATC service, air traffic controllers may be interviewed during the NMAC investigative process. Both flight and ATC procedures will be evaluated. When the investigation reveals a violation of a FAA regulation, enforcement action will be pursued.

Aircraft Bomb Threats

When information is received from any source that a bomb has been placed on, in, or near an aircraft for the purpose of damaging or destroying that aircraft, the supervisor is expected to notify the appropriate authorities according to applicable directives and checklists (refer to checklist in Ready Reference File). Record information on AF Form 440, *Bomb Threat Aid* (See Figure 9-4).

If the threat is general in nature, handle it as a *suspicious activity*. These activities include, but are not limited to, unauthorized use of aircraft, tampering with aircraft or other property around airports or ATC facilities, placing packages or other objects in unusual locations, and performing in a manner that is suspect of malice. Supervisors must ensure controllers do not attempt to delay, detain, or question

BOMB THREAT AID

(Place this card under your telephone)

NUMBER AT WHICH CALL IS RECEIVED

LENGTH OF CALL	*TIME OF CALL*

DATE OF CALL

EXACT WORDING OF THREAT

QUESTIONS TO ASK

1. When is the bomb going to explode?

2. Where is it right now?

3. What does it look like?

4. What kind of bomb is it?

5. What will cause it to explode?

6. Did you place the bomb?

7. Why?

8. Where are you?

9. What is your name?

FOLLOW PROCEDURES SPECIFIC TO YOUR TELEPHONE SYSTEM FOR TRACING CALLS THEN REPORT CALL IMMEDIATELY TO:

(Print Local Requirements Below)

BOMB THREAT

AF FORM 440, NOV 98 PREVIOUS EDITIONS ARE OBSOLETE..

CALLER'S SEX	*AGE*	*ACCENT*

CALLER'S VOICE

☐ *Calm*	☐ *Crying*	☐ *Deep*
☐ *Angry*	☐ *Normal*	☐ *Ragged*
☐ *Excited*	☐ *Distinct*	☐ *Clearing Throat*
☐ *Slow*	☐ *Slurred*	☐ *Deep breathing*
☐ *Rapid*	☐ *Nasal*	☐ *Cracking Voice*
☐ *Soft*	☐ *Stutter*	☐ *Disguised*
☐ *Loud*	☐ *Lisp*	☐ *Foreign*
☐ *Laughing*	☐ *Raspy*	☐ *Familiar*

If voice sounded familiar, whose voice did it sound like?

BACKGROUND SOUNDS

☐ *Street* (Cars, Buses, etc.)	☐ *Animal noises*
☐ *Airplanes*	☐ *Clear*
☐ *Voices*	☐ *Static*
☐ *PA System*	☐ *Local call*
☐ *Music*	☐ *Long distance call*
☐ *Houses* (Dishes, TV, etc.)	☐ *Phone booth*
☐ *Motor* (Fan, Air Conditioners, etc.)	☐ *Other* (Specify)
☐ *Office Machinery*	_____
☐ *Factory Machinery*	_____

LANGUAGE

☐ *Well spoken* (Educated)	☐ *Irrational*	☐ *Taped message*
☐ *Foul*	☐ *Incoherent*	☐ *Message read by* threat maker

REMARKS

NAME

POSITION

PHONE NUMBER	*DATE*

(Additional Local Requirements)

AF FORM 440, NOV 98 **(REVERSE)** **U.S. GPO: 1998 – 454-111/90201*

FIGURE 9-4

suspects. However, it is important to attempt to keep the person or persons under surveillance until law enforcement representatives arrive.

A *specific* threat may be directed to a type of aircraft, a specific tail number, the name of a pilot, an air carrier that operates out of a given location, or combinations thereof. When the threat is targeted against a specific aircraft and a controller is in contact with the suspect aircraft, take the following actions as appropriate:

- ✈ Advise the pilot of the threat and comply with any pilot requests.
- ✈ Inform the pilot that technical assistance can be obtained
- ✈ Ask the pilot if they desire to climb or descend to a specific altitude
- ✈ Handle the aircraft as an emergency and/or provide the most expeditious handling

If the pilot requests, or appears to need technical assistance, DO NOT suggest actions the pilot should take. Obtain the type series and model of the aircraft, the precise location and description of the explosive device if known, and any other details which may be pertinent.

Air Force Mishaps

In any warfighting operation, the probability of an accident or mishap is high. The military is comprised of a many specialties and skills that need to work in harmony to accomplish the mission. When one or more processes deteriorate, a mishap is likely to occur. The ATC supervisor plays in dual role in mishap prevention. The first focuses on the workplace; the condition of the facility, and the environmental factors effecting the ability to control traffic. The second responsibility is the prevention of aircraft mishaps on the airfield. Both areas have a direct effect on the controller's ability to control aircraft.

Everyone in the Air Force is obligated to contribute to the mishap prevention program. An effective program depends on individuals integrating mishap prevention at every functional level and being responsible for complying with applicable safety standards. Units are required to establish specific procedures to ensure that all personnel and activities comply with the program standards. The watch supervisor is a vital link in this process. The supervisor is required (but not limited) to:

- ✈ Know the safety and occupational health standards that apply to the control facility.
- ✈ Monitor the job environment and tasks to ensure safety compliance
- ✈ Enable other controllers to participate in workplace safety monitoring
- ✈ Exercise control over tasks to ensure controllers correctly follow all precautions and safety measures
- ✈ Immediately report all mishaps in and around the workplace

Each control facility is required to appoint a safety representative to evaluate, inspect, and recommend solution to possible hazards in the workplace. Though watch supervisors are obligated to report any deficiencies, their main focus is on the airfield and it's potential hazards. Each military base also

incorporates safety programs to decrease the possibility of mishaps (Refer to Figure 9-5). Supervisors must be aware of each program and become familiar with how they decrease the probability of a mishap. Crewmembers must be trained on the importance of each base program and learn how the capabilities of each.

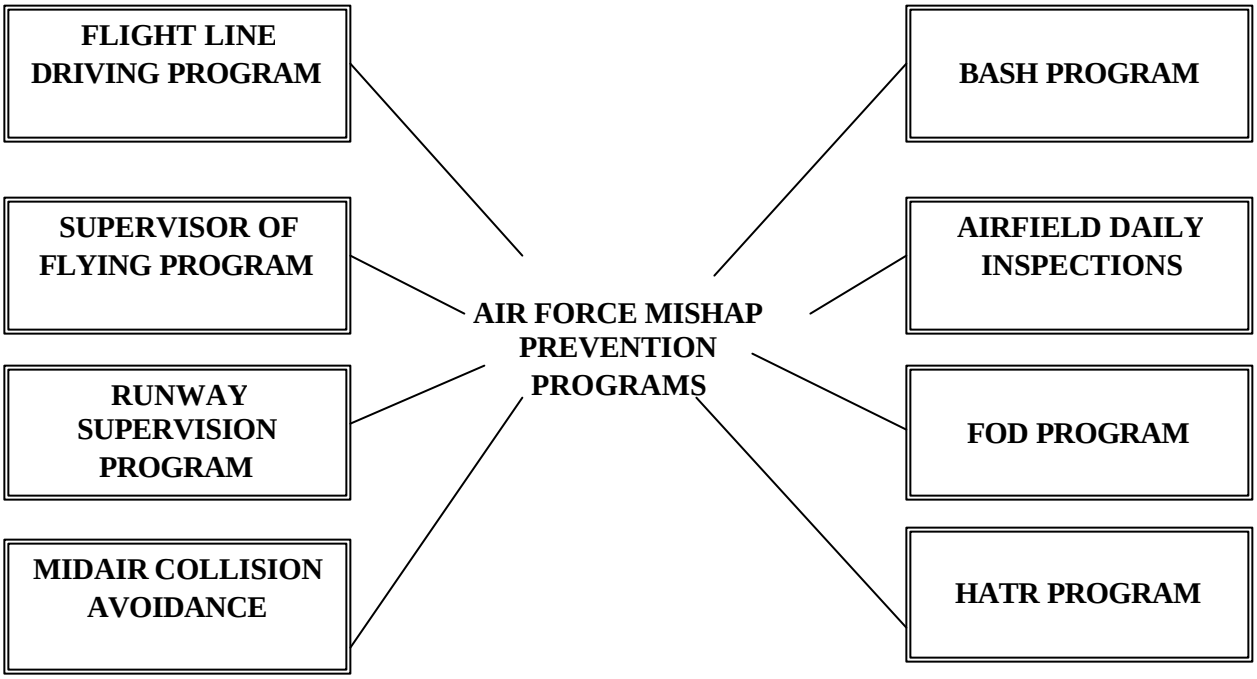


Figure 9-5

The key to effectively managing a mishap program is pre-planning. The Air Force tasks each operational unit to establish and implement an organizational staff to react to real and exercise mishaps. The Disaster Response Force (DRF) is made up of specialized personnel throughout a base, and focuses on the reactions to implement in the event of a peacetime disaster such as a major aircraft accident, a hazardous material accident, natural disasters, nuclear weapons accidents, and conventional munitions accidents. Upon notification of a major accident, the group will assemble and execute a pre-planned response option that compliments the nature of the accident.

ATC facilities should also have written response checklists to peacetime and some contingency mishaps that could occur during facility operations. Supervisors must ensure that each controller is aware of each checklist and his/her responsibilities if a mishap should occur. The most common mishap that occurs during ATC operations is a runway incursion. Though the majority of the time the result is minimal although the potential is catastrophic. Though individual facilities may have specific procedures to report a runway intrusion, one official channel is utilizing AF Form 457, *USAF Hazard Report* (Refer to Figure 9-6). The main focus of the form is to immediately and officially report the intrusion so other base regulations and tracking mechanisms can become involved in the process.

USAF HAZARD REPORT	HAZARD REPORT NO. *(Assigned by safety Office)*

I	**HAZARD** *(To be completed by individual reporting hazard.)*
TO: CHIEF OF SAFETY *(Organization and location)*	**FROM:** *(Optional – Name, Grade and Organizatioin*

TYPE – MODEL, SERIAL NUMBER, A.G.E./MATERIAL/FACILITIES/PROCEDURE OR HEALTH HAZARD INVOLVED

Describe what and where the hazard is.

DESCRIPTION OF HAZARD *(Date, Time, SUMMARY – Who, What, When, Where, How)*

Describe the hazardous act and/or condition as you see it and why you believe it is a hazard. Indicate what, if any, corrective action was tried.

Note: Workers are encouraged to make oral reports to the responsible supervisor or local agency. It is the most prompt method of eliminating hazards.

RECOMMENDATIONS *(Originator – Not Mandatory)*

What do you think should be done?

DATE RECEIVED	REVIEWING PERSON *(Typed or printed Name, grade, and position or title*)	SIGNATURE	DESIGNATED OPR
DATE FORWARD			SUSPENSE DATE

FIGURE 9-6

II.	INVESTIGATION OF HAZARD	
SUMMARY OF INVESTIGATION		
RECOMMENDATIONS *(Investigator)*		
ACTION TAKEN		
DATE	TYPE OR PRINTED NAME AND GRADE OF ACTION OFFICER	SIGNATURE

Figure 9-6 (Continued)

Additional Reading

Avianca Flight 052

On January 25, 1990, at approximately 2134 Eastern Standard Time, Avianca Airlines flight 052, a Boeing 707-321B with Colombian registration HK 2016, crashed in a wooded residential area in Cove Neck, Long Island, New York. AVA052 was a scheduled international passenger flight from Bogota, Colombia, to John F. Kennedy International Airport, New York, with an intermediate stop at Jose Maria Cordova Airport, near Medellin, Colombia. Of the 158 persons aboard, 73 were fatally injured.

Because of poor weather conditions in the northeastern part of the United States, the flight crew was placed in holding three times by air traffic control for a total of about 1 hour and 17 minutes. During the third period of holding, the flight crew reported that the airplane could not hold longer than 5 minutes, that it was running out of fuel, and that it could not reach its alternate airport, Boston-Logan International. Subsequently, the flight crew executed a missed approach to John F. Kennedy International Airport. While trying to return to the airport, the airplane experienced a loss of power to all four engines and crashed approximately 16 miles from the airport.

The National Transportation Safety Board determined that the probable cause of this accident was the failure of the flight crew to adequately manage the airplane's fuel load, and their failure to communicate an emergency fuel situation to air traffic control before fuel exhaustion occurred. Contributing to the accident was the flight crew's failure to use an airline operation control dispatch system to assist them during the international flight into a high-density airport in poor weather. Also contributing to the accident was inadequate traffic flow management by the Federal Aviation Administration and the lack of standardized understandable terminology for pilots and controllers for minimum and emergency fuel states. The Safety Board also determined that pilot-to-controller communications regarding the terminology to be used to convey fuel status and the need for special handling was vague and needed revision. Additionally, ATC flow control procedures and responsibilities to accommodate aircraft with low fuel status was not adequate to accommodate all types of aircraft.

WRITTEN REVIEW EXERCISE

1. What is the watch supervisor's primary responsibility during an aircraft emergency?

_____
_____
_____

2. T or F. (circle one). The watch supervisor may send a controller to the flight surgeons for an evaluation if he/she feels that they were a contributing factor in an aircraft incident.

3. What is the primary purpose of the Air Force Hazardous Air Traffic Reporting (HATR) program?

_____
_____
_____

4. The _____ _____ _____ administers the base HATR program.

5. When is a controller immune from punishment during a HATR investigation?

_____
_____
_____

6. AF Form _____ is used to report hazardous air traffic activity?

7. T or F. (circle one). A military control tower can file a Military Facility Deviation report on an FAA facility if stationed in the United States.

8. What constitutes a near midair collision?

_____
_____
_____

9. AF Form _____ is used to record _____

_____

TASK AND TECHNICAL REFERENCES CERTIFICATION

7-LEVEL CRAFTSMAN	TSD	TCD	TI	TR
1. Leadership a. Explain Leadership and Supervisory Responsibilities TR: AT-M-03, Section 1; AF Core Value Pamphlet				
2. AOF Structure a. ATC Supervision Chain TR: AT-M-03, Section 1				
b. ATC Management Responsibilities TR: AFI 13-203, Chap 1; AT-M-03, Section 1				
c. Federal Aviation Administration TR: AT-M-03; Section 1				
d. Watch Supervisor Authority TR: AFI 13-203, Chap 1; AT-M-03, Section 1				
3. Facility Operations a. Explain/Implement Local Operating Procedures TR: AFI 13-203, Chap 1; Local OIs; AT-M-03				
b. Explain/Demonstrate Ready Reference File (RRF) Procedures TR: AFI 13-203, Chap 11; AT-M-03				
c. Explain/Demonstrate Recorder/Tape Procedures TR: AFI 13-203, Chap 2 & 11; AT-M-03				
d. Explain/Demonstrate NOTAM Procedures TR: AFI 13-203, Chap 2; AFI 11-208; AT-M-03				
e. Explain/Demonstrate Facility Security TR: AT-M-03				
f. Explain/Demonstrate ATCALS Procedures TR: AFI 13-203, Chap 2 & 15; AT-M-03				
g. Explain/Demonstrate Equipment Outage Procedures TR: AFI 13-203, Chap 2; AT-M-03				
h. Explain/Demonstrate Facility Manning Requirements TR: AFI 13-203, Chap 1; AT-M-03				
i. Explain/Demonstrate Flight Check Operating Procedures TR: AFI 13-206; FAAO 7110.65, Chap 9; AT-M-03				
4. Training Programs a. Explain/Demonstrate USAF Training Concepts and Procedures TR: AFI 36-2201, Chap 4; AFMAN 36-2247, Chap 5; AFI 13-203, Chap 6; AT-M-01				
b. Explain/Demonstrate ATC Training Concepts and Procedures TR: AFI 13-203, Chap 6; AT-M-01; CDP OI; PCG				
c. Explain Procedures for Award of SEIs, Skill Levels, and AFSCs TR: AFI 36-2108, Atch 6, Atch 40; AFI 36-2101, Chap 1 & 3; AFI 13-203, Chap 6; AT-M-03				

7-LEVEL CRAFTSMAN	TSD	TCD	TI	TR
c. Explain Procedures for Award of SEIs, Skill Levels, and AFSCs TR: AFI 36-2108, Atch 6, Atch 40; AFI 36-2101, Chap 1 & 3; AFI 13-203, Chap 6; AT-M-03				
d. Explain Career Development Course (CDC) Process TR: AFI 36-2245, Chap 5; AFI 36-2247, Chap 3; CDP OI				
e. Describe the Instructional System Development (ISD) Process TR: AFMAN 36-2234, Chap 1 & 2; AFMAN 36-2247, Chap 2				
f. Describe Training Review Board (TRB) Procedures TR: AFI 36-2201, Chap 6; CDP OI				
5. Crew Supervision a. Explain Watch Supervisor Authority, Duties, and Responsibilities TR: AFI 13-203, Chap 1; AT-M-03				
b. Describe Watch Supervisor Requirements TR: AFI 13-203, Chap 1; CFETP 1C1X1-001				
c. Explain/Demonstrate Crew Relief Procedures TR: AT-M-03; Local OIs				
d. Describe/Demonstrate Facility Relief Procedures TR: AFI 13-203, Chap 1; AT-M-03, Local OIs				
e. Explain/Demonstrate Newcomer Orientation Briefing Procedures TR: AT-M-08; AT-M-03				
f. Explain Personnel Safety Procedures TR: AT-M-03; Local OIs				
g. Explain/Demonstrate Controller Recall Procedures TR: AT-M-03; Local OIs				
h. Explain DNIC Procedures TR: AFI 48-123; AT-M-03; Local OIs				
i. Explain/Demonstrate Controllers Proficiency Procedures TR: AFI 13-203, Chap 6, FAR Part 65				
6. Crew Resource Management a. Explain External Factors Affecting Crew Performance TR: AT-M-06A; AT-M-03				
b. Explain Information Flow Factors Affecting Crew Performance TR: AT-M-06A; AT-M-03				
c. Explain Internal Factors Affecting Crew Performance TR: AT-M-06A; AT-M-03				
d. Explain Foundations of CRM Training TR: AFI 11-290; AT-M-06A; AT-M-03				
e. Explain/Demonstrate Situational Awareness Concepts TR: AT-M-06A; AT-M-03				
7. Enlisted Evaluation System a. Explain/Demonstrate Performance Feedback Procedures TR: AFI 36-2403, Chap 2; AFPAM 36-2241, Chap 5; AFPAM 36-2627; Local Performance Feedback Guidelines				
b. Explain/Demonstrate Enlisted Performance Report (EPR) Procedures TR: AFI 36-2403, Chap 3 & 4; AFPAM 36-2241, Chap 5; Local EPR Guidelines				

7-LEVEL CRAFTSMAN	TSD	TCD	TI	TR
c. Explain/Demonstrate Award and Decoration Procedures TR: AFI 36-2803; AFI 36-2805; Local Award and Decoration Guidelines				
d. Explain/Demonstrate Personnel Counseling Procedures TR: AFPAM 36-2241; AFI 36-2218				
8. Quality Assurance a. Explain the Air Traffic Control Certification Process TR: AFI 13-203, Chap 6 & 8; FAR Part 65, Subpart A & B; FAAO 7220.1A, Chap 5; PCGs; CDP OI				
b. Explain/Demonstrate 3-level Task Evaluation Procedures TR: AFI 36-2201, Chap 4; AFI 13-203, Chap 6; CFETP 1C1X1-001				
c. Explain/Describe ATC Testing Procedures TR: AFMAN 36-2234, Chap 5; AFI 13-203, Chap 8; FAR Part 65, Subpart A & B; FAAO 7220.1A, Chap 5; PCGs				
d. Explain/Demonstrate Facility Evaluation Procedures TR: AFI 13-203, Chap 8; FAAO 7220.1A, Chap 5; FAR Part 65, Subpart B; PCGs; AT-M-03				
e. Explain/Demonstrate Supplemental Operations Evaluation Procedures TR: AFI 13-203; MAJCOM Supplements				
f. Explain ATC ATSEP/ORI/ORE Programs and Procedures TR: AFI 13-203, Chap 12; AFI 13-218; AFI 90-201				
g. Airfield Operations Board (AOB) TR: AFI 13-203, Chap 12; AT-M-03, Section 1				
9. Emergency Procedures a. Explain/Demonstrate use of Emergency Checklist TR: AFI 13-203, Chap 11; AFI 91-206; AT-M-03				
b. Explain/Demonstrate HATR Reporting and Procedures TR: AFI 91-202, Atch 3; AF Form 651; FAAO 7110.65 Chap 2; AT-M-03				
c. Explain NMAC Program TR: AIM, Chap 7; AT-M-03				
d. Explain Military Facility Deviation (MFD) Procedures TR: AT-M-03				
e. Explain/Demonstrate Bomb Threat Reporting and Procedures TR: AT-M-03				
f. Explain/Demonstrate Mishap Prevention and Reporting Procedures TR: AFI 91-202; AF Form 457; AFI 13-203, Chap 11; AT-M-03				